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ABSTRACT

The Massachusetts Education Reform Act was passed in June 1993. In fall 1993, the Massachusetts Board of Education approved the Department of Education's Implementation Plan for Education Reform and appointed a board task force to oversee the implementation process. This document presents the state's first annual implementation report card for education reform. The implementation plan identified 54 distinct activities that were grouped into five strategic goals: (1) establish new standards and programs for students that ensure high achievement; (2) administer a fair and equitable system for school finance; (3) work with school districts to create a governance structure that encourages innovation and accountability; (4) enhance the quality and accountability of all educational personnel; and (5) improve the Department of Education's capacity and effectiveness in implementing education reform. Part 1 summarizes progress made toward the five strategic goals. Part 2 (separately bound appendices) includes an end-of-year summary for the 54 implementation activities, each of which is linked to one of the five strategic goals. The second part also includes a status report on the 49 statewide groups involved with implementation; the final draft of the Common Core of Learning approved by the Board of Education on July 14, 1994; and a catalog of all other Massachusetts education reform documents. Due to inadequate resources, the state will focus initial efforts on those activities directly related to the development of academic standards. State accomplishments during the first year and challenges for year 2 are highlighted. (LMI)

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ED 460 414

First Annual Education Reform Implementation Report

[and]

Appendices

Fall 1994

Massachusetts Department of Education

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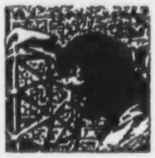

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Massachusetts Department of Education ◆ Fall 1994

EA 026 864
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September, 1994

Dear Friend of Public Education:

The enactment of the Massachusetts Education Reform Act of 1993 was both the end of a difficult process of consensus building, and the beginning of a much longer process of sustained commitment to improving student learning. At this, the end of the first year of implementation, we are proud to report that substantial progress has been made in building the foundation for a new state of excellence for Massachusetts public education.

The real work of Education Reform is being done every day in classrooms across the Commonwealth by the thousands of teachers, school administrators, and others who are working to create the schools of the future. Education Reform is coming alive in the Burncoat High School in Worcester where the newly formed school council has brought local college students into the school to help students with math homework after school. And in Holyoke, where two years ago class sizes had grown to as much as forty students per teacher, Education Reform funds have been used to hire additional staff and reduce the size of some classes in half. These are just two examples of how Education Reform has begun to make a difference for our children.

At the state level, the Department of Education has worked with the Governor, Legislature, Board of Education, Executive Office of Education, the Department of Public Health, the Attorney General and others to translate the law into an action plan that serves schools' needs. In administering the foundation formula for example, Department leaders and staff met with nearly every municipal official and school leader. The Department became a network for innovation, helping districts share their questions, problems and accomplishments with each other. In assisting principals with their new responsibilities for student discipline, the Department provided both legal assistance and common sense advice on how the law should be applied.

The first year Implementation Plan which we developed last Fall has served as a road map to guide state initiatives and inform all interested parties of the work that we are doing. This report brings the Implementation Plan to completion and sets the stage for next year. Work has already begun on a second year Implementation Plan which will integrate the State Education Reform Act with the new federal Goals 2000 Act, and put the first pieces in place for a Five Year Master Plan for Massachusetts public education.

We look forward to working with you over the next year.

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner of Education

Martin S. Kaplan
Chair, Board of Education

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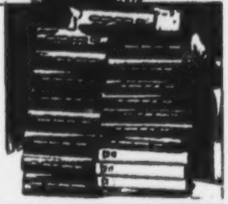

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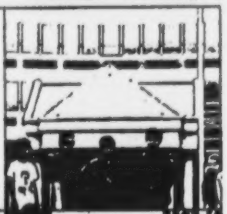

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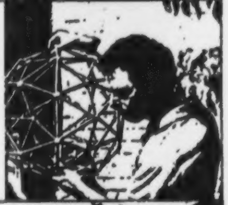

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Executive Summary

On June 18, 1993, The Massachusetts Education Reform Act was signed into law. This historic legislation creates the framework for unprecedented improvements in student learning, teacher professionalism, school management, and equity of funding. While the majority of the Act's impact will take a decade or longer to be fully felt, a tremendous amount was accomplished during the first year.

The Major Statewide Accomplishments of Year 1

- Over 15,000 citizens directly participated in the development of the Massachusetts **Common Core of Learning** outlining what all students should know and be able to do upon graduation from high school. The Common Core provides the foundation for new heightened standards for student performance which will become a graduation requirement beginning with the Class of 1999.
- Over $360 million in new aid to schools was distributed under the FY'94 and FY'95 **Foundation Budget** program.
- 282 school districts received over $27 million in grants from the Health Protection Fund to funds new **comprehensive health** programs.
- A new **unified grant process** was developed to provide a single coordinated process in which school districts can access state and federal grants.
- 809 teachers from 60 districts participated in the **Early Retirement Incentive** program.
- A **new certification statute** was enacted creating the framework for enhanced professionalism for educators.
- **School councils** were created in every district to assist principals in managing increased authority at the school-based level.
- The **Department of Education** reorganized its internal management structure to focus on direct service to schools, and began the decade-long process of implementing the Education Reform Act of 1993.
- The 105 sections of the Education Reform Act were analyzed, 54 distinct activities were initiated by the Department of Education and Executive Office of Education to implement the Act (see Appendix A); 59 advisory groups, task forces and commissions were convened; and resource materials were developed for schools (see Appendix D).

As the Commonwealth enters the second year of Education Reform implementation, work has begun on the development of a comprehensive, Five Year Master Plan for public education. This Plan will extend the Department's Implementation Plan into the future, create long-term budget projections for major Reform initiatives, serve as the State Improvement Plan called for by the federal Goals 2000 Act, and provide a unifying structure to link Department of Education work prior to the passage of the Education Reform Act. Through the creation of this Plan, priorities will be identified for each of the next few years. Among the major challenges for the second year are:

The Major Statewide Challenges for Year 2

- Publicize the **Common Core of Learning** across the Commonwealth and translate the Common Core into **curriculum frameworks** with specific, measurable **content standards** in each subject area for grades 4, 8, and 10.
- Develop a new system of **student assessment and accountability** based on the Common Core that will be ready to be administered statewide during the 1995-96 school year.
- Resolve remaining questions of interpretation of the Foundation funding formula, generate five year projections for each district, and work with the Legislature and Governor to bring about **early resolution of state aid to schools** by February.
- Develop statewide **professional standards** and guidelines for teaching and school administration that will form the base for a new, enhanced certification process and assist school districts in developing professional performance standards.
- Create a comprehensive statewide system of **professional development** that coordinates existing school and district-based activities with those being provided by higher education and professional associations.
- Translate the findings of the **Commission on Time and Learning** into a series of concrete recommendations.
- Develop interim **indicators of school performance** so that parents, local communities, and the state can begin to evaluate schools based on objective standards.
- Prepare for the September, 1995 opening of up to 25 **charter schools.**
- Provide a statewide demonstration of **Mass EdOnline** by linking every school in the Commonwealth to the Internet and assist schools in developing local technology plans to distribute the network and harness emerging technologies to enhance instruction.

Introduction

At the core of the Massachusetts Education Reform Act of 1993 and corresponding federal Goals 2000 legislation is the creation of state-wide educational standards. For the first time, we as a Commonwealth have begun the long task of agreeing on our expectations in four key areas:

- Standards for what all students should know and be able to do;
- Standards for what the state and each municipality should contribute to each school district;
- Standards to evaluate school performance; and
- Standards for the professional performance of teachers and administrators.

These standards are important to the education system for several reasons. First, the process of developing standards itself is important because it provides an opportunity for all constituencies to come together to discuss and agree on what our common expectations should be. For example, in the nine months that have passed since the Commission on the Common Core of Learning began asking the question: "What should all students know and be able to do?," over 15,000 parents, educators, and community members directly participated in the discussion by meeting with Commission members, testifying at public meetings, or submitting a written statement. An additional 35,000 people participated at the school building and district level.

The second reason why these standards are important is because, once completed, they will provide agreed upon goals to coordinate all state and local programs. For example, before we can put in place a new system of teacher preparation and professional renewal, we must first come to agreement about our expectations for the profession. Whereas past efforts to license teachers focused on "seat time" in classes, the certification requirements of the future will focus more on the ability to teach and on mastery of subject matter.

The final reason why these standards are important, is that they will form the base for a statewide system of accountability. Since the reformed decision-making structure places the authority at the closest possible level to the classroom, the standards are necessary to ensure that practitioners at each level are accountable to specific measurable results. For example, while Education Reform has empowered school-based management by creating school councils to assist principals in managing increased responsibilities, the standards for school performance will allow the school committee and the state to evaluate each school and take action when needed. In many cases this action will be to support and disseminate the progress that the school has made, but in some cases, when a school is not showing improvement towards the standards, the district or the state may take action to change the school's leadership.

The Education Reform Implementation Plan

In the Fall Of 1993, the Board of Education approved the Department of Education's Implementation Plan for Education Reform and appointed a Board taskforce to oversee the implementation process. Copies of the Plan were distributed to every principal, superintendent, school committee chair, chief municipal officer, Legislator, state agency head and Constitutional Office holder in the state.

The Implementation Plan identified fifty-four distinct activities grouped into five Strategic Goals:

Strategic Goal I:	*Establish new standards and programs for students that ensure high achievement.*
Strategic Goal II:	*Administer a fair and equitable system of school finance.*
Strategic Goal III:	*Work with school districts to create a governance structure that encourages innovation and accountability.*
Strategic Goal IV:	*Enhance the quality and accountability of all educational personnel.*
Strategic Goal V:	*Improve the Department of Education's capacity and effectiveness in implementing Education Reform.*

As the first year of Education Reform progressed, it became increasingly clear that the state could not devote adequate resources to each of the fifty-four activities called for by the Act. The decision was made to focus initial efforts on those activities directly related to the development of standards. Some of the other activities, while still important, were delayed to allow for the standards to be fully developed first.

In each of the first four goals, there are primary activities which relate to development of statewide standards and secondary activities which will become dependent on the standards once they are created (see chart on p. 9). Since the statute did not always clearly reflect the parallelism of this underlying structure and some of the standards depend on each other, not all of the goals have progressed at a similar pace.

All fifty-four activities that the Department of Education and Executive Office of Education initiated to begin implementing the Education Reform Act are described in detail in the Implementation Plan. The Plan was written as a resource book to assist those involved with Education Reform in participating in its implementation. Each activity in the Plan includes the name and phone number of the activity's staff administrator, a brief description of the administrator's projected approach, and a list of key benchmarks that create a standard to track the activity's progress.

Every three months the staff of each activity prepared reports on the status of their work. These reports were summarized into Quarterly Implementation Reports which, in turn, were widely distributed to school districts and Legislators. This report serves as the fourth and final quarterly report on the first year Implementation Plan. An end-of-year summary on each of the fifty-four activities is included in Appendix A.

The Structure of this Report

The First Annual Implementation Report is separated into two sections. The balance of **Part One** is comprised of five brief analyses of the status of the five strategic goals and a conclusion.

Part Two includes the following information:

Appendix A:	An end-of-the-year summary for the 54 implementation activities
Appendix B:	A status report on the 49 statewide groups involved with the implementation
Appendix C:	The final draft of the Common Core of Learning approved by the Board of Education on July 14, 1994
Appendix D:	A catalogue of all other Education Reform documents

Constituency	Standards	System of Accountability	Supportive Programs
STUDENTS	Common Core of Learning Content Standards Student Performance Standards	Statewide Assessments Certificate of Competency	Bilingual Ed. Vocational Ed./School-to-Work Special Ed. Early Learning Adult Ed.
TEACHERS & ADMINISTRATORS	Professional Performance Standards Standards for Professional Program	Provisional Certification Full Certification Recertification Employment Decisions	Pre-Service Training Professional Development
SCHOOLS & SCHOOL DISTRICTS	Interim Indicators School Performance Standards	School Evaluations Underperforming Schools School Profiles School Choice	School Councils Charter Schools School Restructuring Initiatives
COMMUNITIES & THE STATE	Foundation Budget Standard of Effort	Financial Underperformance Local Tax Rate Certification	Foundation Aid State Grants

Education Reform creates a comprehensive system to improve student learning

Education Reform will ensure that each school receives adequate resources.

Analysis of Strategic Goal I

I Establish new standards and programs for students that ensure high achievement.

Introduction

While it should go without saying that the central work of Education Reform is to improve student learning, it is noteworthy to report the degree to which the first year of implementation has successfully focused on students.

The most important work of Education Reform is the creation of statewide student standards. There are four, inter-related components of this work: 1) the Common Core of Learning, 2) curriculum frameworks and content standards, 3) statewide student assessments; and 4) performance standards and graduation requirements.

The Common Core of Learning

At its April, 1993 meeting, in anticipation of the passage of the Education Reform Act, the Board of Education adopted a resolution that declared:

"The Common Core of Learning refers to the broad set of educational goals which indicate what students should know and be able to do at the end of schooling; in essence they reflect what citizens highly value and see as essential for success in our democratic society."

In September, after an extensive search, the Board appointed a diverse forty-member Commission to "develop and recommend to the Board....educational goals, stated in terms of measurable outcomes...[to] be used as the foundation for the development of curriculum standards, for students, schools and professionals."

The Commission began meeting in the Fall, first reviewing the best of similar work that had been done in other states. The Commission determined that an extensive outreach effort would be needed to involve all segments of the Commonwealth in a common dialogue about what students should know and be able to do. Commission members met with people and gathered input on the Common Core at public meetings, workplaces, and in their homes. Ten well publicized regional open-house forums were held to directly solicit comments. In January, the Commission held a two-day televised forum at the State House to hear from distinguished speakers from government such as Governor Weld, Senator Kennedy, and Justice Stephen Breyer; from academia such as Boston University President John Silber, Harvard President Neil Rudenstine, Mt.

Holyoke President Elizabeth Kennan, Northeastern President John Curry, Simmons President Jean Dowdall, and UMASS President Michael Hooker; and from business such as the corporate leaders of Fleet Bank, New England Telephone, and Pacer Systems.

In addition to Commission members meeting directly with over 10,000 people, a twenty-two minute videotape entitled "Voices of Reform" was developed and distributed along with 50,000 brochures to every school council and school committee in the state. The local discussions that followed led to the Commission receiving over 1,400 written responses. Through all of the public testimony and input, certain common themes emerged. People expressed their feelings of loss for an education system that no longer prepared children adequately for the challenges that they face. They expressed their recognition that changes that had occurred in the workplace and the home required a new approach to education. Most of all, people expressed their desire for new, higher educational standards.

The fact that so much agreement occurred would not have been so significant if the agreement did not provide a mandate for change. For example, many people expressed their desire for students to develop work skills such as the ability to work in teams, yet schools traditionally have stressed individual achievement. People expressed their beliefs that certain core skills and essential knowledge were so indispensable to students' future success, that no student in any school should go without them.

In February, the Commission agreed on a first draft of the Common Core which identified thirty-nine common expectations for students. 45,000 copies of the draft were printed and distributed widely across the state. A second round of six public hearings was held in which oral and written testimony was received from over 1000 people leading to major revisions to the Common Core. This second draft reflected the concerns that were raised in response to the first draft, specifically that the Common Core should more clearly state its academic expectations. After a few changes, the Commission presented a third draft of the Common Core to the Board of Education on June 21. On July 14, the Board of Education voted to approve the Massachusetts Common Core of Learning. A full copy of the final document is included in Part Two of this report.

The role of curriculum frameworks is to translate the Common Core of Learning into specific content standards and recommended teaching practices in seven areas: mathematics, science and technology, history and social sciences, English, the arts, foreign languages, and health.

Curriculum Frameworks and Content Standards

Like that of the Common Core, the process that is being undertaken to develop the frameworks is as important as the final product. In April, 1993, as part of a federally funded Department of Education initiative called Project PALMS, several thousand invitations were mailed to principals, teachers, department heads, college deans and presidents, cultural institutions, and professional associations inviting people to participate in the development of frameworks for mathematics and for science and technology. In June, forty practitioners were appointed to two working committees and other interested parties were informed that they could become involved in other ways. In February, 1994, after a similar outreach effort, members were appointed to serve on working committees for the five other areas and for a single, Statewide Curriculum Framework Advisory Council to coordinate the development of frameworks in all seven areas.

Also like the Common Core Commission, the framework committees held numerous meetings, hosted public forums, and developed materials which were distributed to every school and district. The framework committees differed from the Common Core Commission in that the emphasis of the effort has been focused more on classroom teachers and other direct educational practitioners. The rate of participation has been extremely high, with participants reporting that their involvement exemplified the ideals of good professional development. The ongoing work at the state and local level to discuss and develop curriculum frameworks has provided Massachusetts educators with exciting opportunities to engage in a valuable dialogue about their profession with their colleagues.

Work on the seven frameworks is expected to continue through the Fall with each framework committee completing an initial draft by January of 1995. A structure for the frameworks has been developed in which several common chapters would be created in areas such as philosophy of teaching and school structure, and distinct chapters would be created for the specific content standards and teaching practices associated with each discipline. Final drafts of the frameworks are scheduled to be presented to the Board of Education for approval next Spring.

Statewide Student Assessments

Since 1988, the Department of Education has administered a statewide student assessment called the Massachusetts Educational Assessment Program (MEAP). The MEAP has been administered every other year since then with its fourth and final run in 1994.

The Education Reform Act of 1993 calls for several important changes to the state's system of student assessment. First, whereas the MEAP provided results only at the school building and district level, the new assessment system will provide results for individual students. Second, whereas the MEAP was administered once every other year and comprised mostly of multiple choice questions, the new assessment calls for a much more comprehensive approach including portfolio evaluations, performance tasks, and other more authentic assessment techniques. Third, whereas MEAP exempted certain students with special needs or limited English proficiency, the new assessment will be designed to be more inclusive.

A fourth way in which the new assessment system will be different is that, whereas MEAP created de facto content standards, the new assessment system awaits full development until content standards are developed independently by the seven curriculum frameworks committees. This distinction is particularly important in light of the general philosophy of Education Reform that statewide standards must be developed with full participation of all key constituencies. It is also important because it is the standard that should drive the assessment, not vice versa. Only after the Common Core of Learning has described in general and the curriculum frameworks in specific the Commonwealth's expectations for student performance can an appropriate assessment system be developed.

Performance Standards and Graduation Requirements

The final way in which the new assessment system will be different from the MEAP is that it will become the centerpiece in a comprehensive system of accountability. Beginning with the Class of 1999, no student in Massachusetts will receive a high school diploma without receiving a Certificate of Competency based on their performance on their 10th grade state assessment.

This type of "high stakes" assessment will create a growing tension between the push towards making the assessment authentic to reflect the expectations of the Common Core, and the need to make the assessment reliable and objective to create accountability. Work has begun to collaborate with other states through the nationally recognized New Standards Project to create reliable and authentic assessment instruments. In light of the magnitude of this issue, the decision was made to devote the entire FY'95 assessment budget to the development of a new assessment system. During the 1994-95 school year, the Department will begin developing test items based on the curriculum frameworks and the Common Core and will pilot new assessment approaches in a few sample districts. While development will continue for the next several years, components of the new assessment system will begin to be administered statewide in the 1995-96 school year.

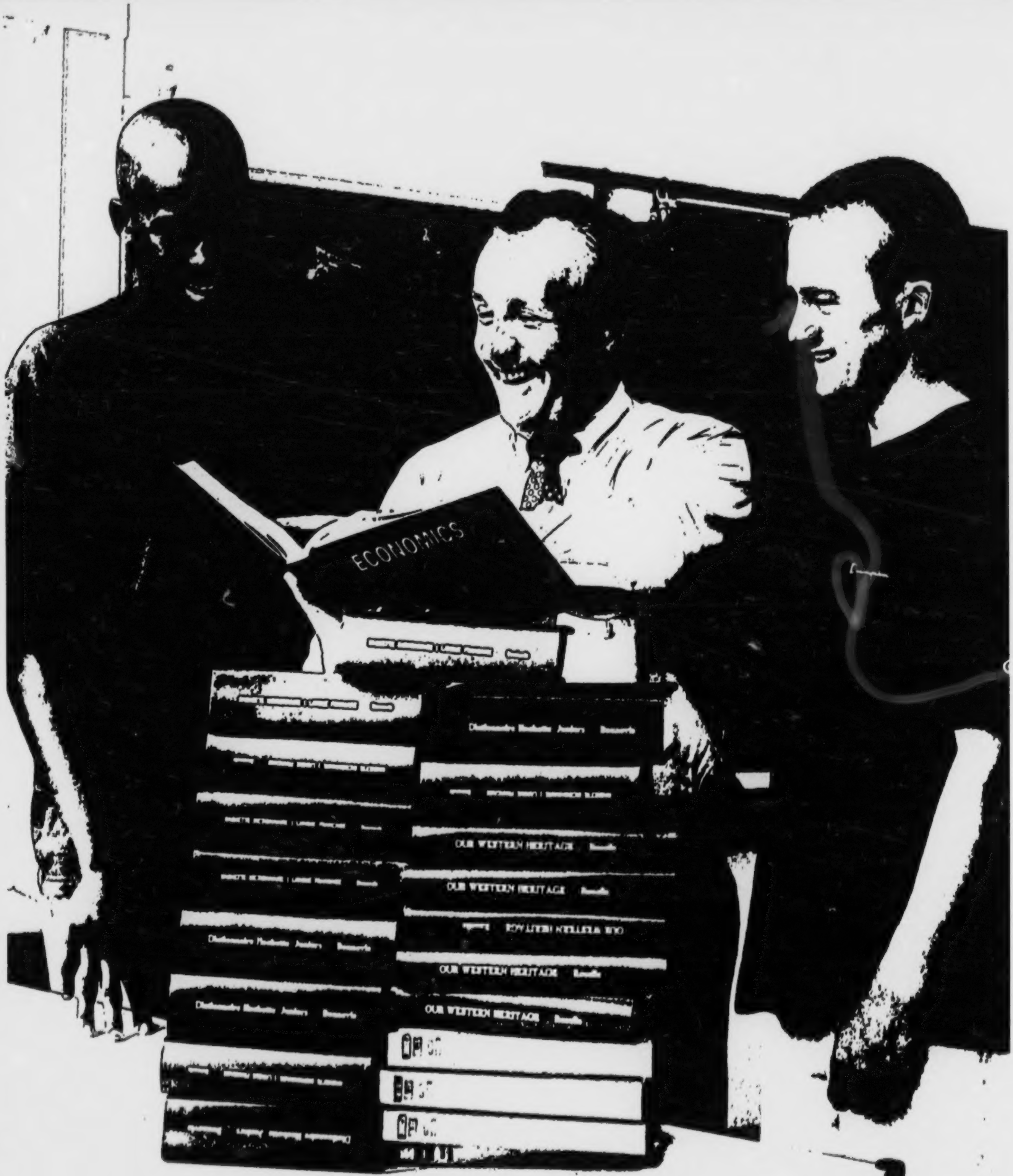
Other Programs that Support Students in Achieving the State Standards

Over the next few years, as the student content and performance standards take full form, all other programs that relate to student performance will become increasingly evaluated and coordinated by these standards. In their purest form, special education, bilingual education, early childhood education, adult basic education and other programs that target support for specific segments of the learning population exist primarily to support students in achieving the goals of the Common Core and the content standards of the curriculum frameworks.

A similar change will occur in vocational programs when standards are developed for occupational proficiency. An emphasis of Education Reform and the new federal School-to-Work Act is to both increase the focus on job training programs and further integrate vocational and academic programs. A coordinating council of regional education boards, employers, vocational educators, and other key stakeholders has been convened in a group called the MassJobs Council to focus on the statewide needs of job training. In addition, as vocational and academic standards take form, all schools are to ensure that every student graduates with adequate preparation either to enter higher education or the world of work. In recognition of the fact that students are not well served when they are placed in a so called "general track" that is neither college preparatory nor specifically vocational, the Education Reform Act directs schools to file a plan for the elimination of the general track by September, 1994. Resource materials have been distributed to every school to assist them in generating this plan.

Longer School Days and Longer School Years

If schools are to meet the enormous demands of assisting students in meeting these new standards, it may become necessary to increase the amount of time that students spend directly involved in education. To explore these issues, the Board of Education appointed eighteen community and education leaders in November, 1993 to the Massachusetts Commission on Time and Learning. In its first few months, the Commission met regularly to consider existing norms and requirements and to outline a vision statement. 50,000 copies of the vision statement were printed and distributed across the state along with an invitation to participate in six well attended regional forums held in June. The Commission will continue its work throughout the Fall and plans on presenting its final report to the Board in December, 1994 and to the Legislature in January, 1995.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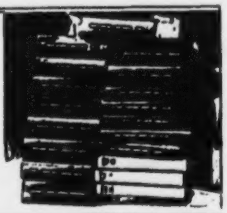
Education Reform will ensure that each school receives adequate resources.

Analysis of Strategic Goal II

II Administer a fair and equitable system of school finance.



Introduction

Adequate, equitable, and stable financial support for public education is a pre-requisite for excellence. Such a foundation of financial support by no means guarantees excellent schools, but the lack of such support practically guarantees that a school will fail.

On June 18, 1993, when the Governor signed the Education Reform Act into law, he made a promise on behalf of the himself and the Legislature that every school would receive proper financial support. Three days prior, the Supreme Judicial Court cemented that promise in the landmark case *McDuffy v. Robertson*, when it found that the state was constitutionally required to "cherish its schools." With these two actions, the Commonwealth took a major step forward towards creating a system that meets the criteria of adequacy, equity, and stability. This is accomplished by establishing two sets of standards.

The Foundation Budget

The first set of standards determine what constitutes an adequate budget. The Education Reform Act creates a "foundation budget" for each school based on the particular number and mix of students in that school. The foundation budget is a model, minimal budget which the Legislature determined to constitute adequate funding. It is a budget built mostly on assumptions (i.e. for every 100 students, *X* guidance counselors and *Y* teachers will be needed, *Z* of whom should be special education teachers). Additional resources are made available for each additional low income, vocational, and bilingual student. In the first year of implementation, only 103 of the 351 communities sent their students to schools that met the standard of adequate funding as determined by the foundation formula. The schools in the other 248 communities had a gap between what they were currently spending and the standard of adequacy, called a "foundation gap."

In order to fill this foundation gap, the Legislature established a second set of standards to ensure that no community was forced to unfairly tax its property owners to fund its schools. The Legislature and Governor then promised to make up the difference between what communities could raise based on their standard of local taxation and their schools' foundation budgets.

In order to fund this historic promise while maintaining previous financial commitments, the Education Reform Act establishes a funding schedule that ratchets up the state appropriation to schools by approximately $150 million each year through the end of the century. These increases will nearly double the state's appropriation to schools by the year 2000 from $1.5 billion to $2.8 billion.

Barring a further court order, future legislatures and administrations are not legally bound to the funding schedule. However, by setting standards of adequacy and equity, the Legislature will invite close scrutiny from the plaintiffs of *McDuffy v. Robertson* should the financial commitment included in the Education Reform Act be undermined. By the early Fall, Department staff will have resolved remaining questions of interpretation sufficiently to generate a five year budgetary projection for each school. With these five year projections, our schools will achieve the third criteria, stability.

The Impact of New Funds on School Districts

While a full analysis of the impact of Education Reform funds can not be undertaken until school districts file their end-of-the-year reports in September, the results of a Department of Education survey indicate the subtantial educational value of new school spending. Abington reported using their new funds to open a fourth elementary school. Everett used their funds to recall and hire a total of forty-two teaching positions. And in Attleboro Education Reform funds were used to create a new, fully staffed Office of Graduate Opportunities to assist students in applying for financial aid for college and to place students in jobs.

Across the Commonwealth, class sizes were reduced as teachers were hired and staff positions filled. New programs were created and old programs that had disappeared due to lack of funding were restored. In some cases whole new media centers were built to house new technology for use by students. Professional development was made available to teachers, both as in-service training and in conjunction with nearby teacher training institutions.

Problems in Implementation of the Foundation Formulas

The transition from 350 different municipal systems of school finance to one statewide system was not without its problems. The timing of the Education Reform Act's final passage created major confusion about districts' budgets through the summer and into the Fall. This confusion was compounded by conflicting interpretations of regional obligations and the implementation of two systems of waivers. The staff of the Department of Education and Department of Revenue did their best to assist school and municipal personnel in interpreting the foundation formulas for the unique situations of their individual districts. At conferences, local public forums, and scheduled meetings, over the first six months of the Act Department staff held individualized sessions with the majority of school districts.

By December, although districts still had problems with their FY'94 calculations, questions had begun about the FY'95 projections. Even though some issues remained to be resolved, the Department fulfilled the Commissioner's commitment to distribute FY'95 preliminary estimates by the end of January.

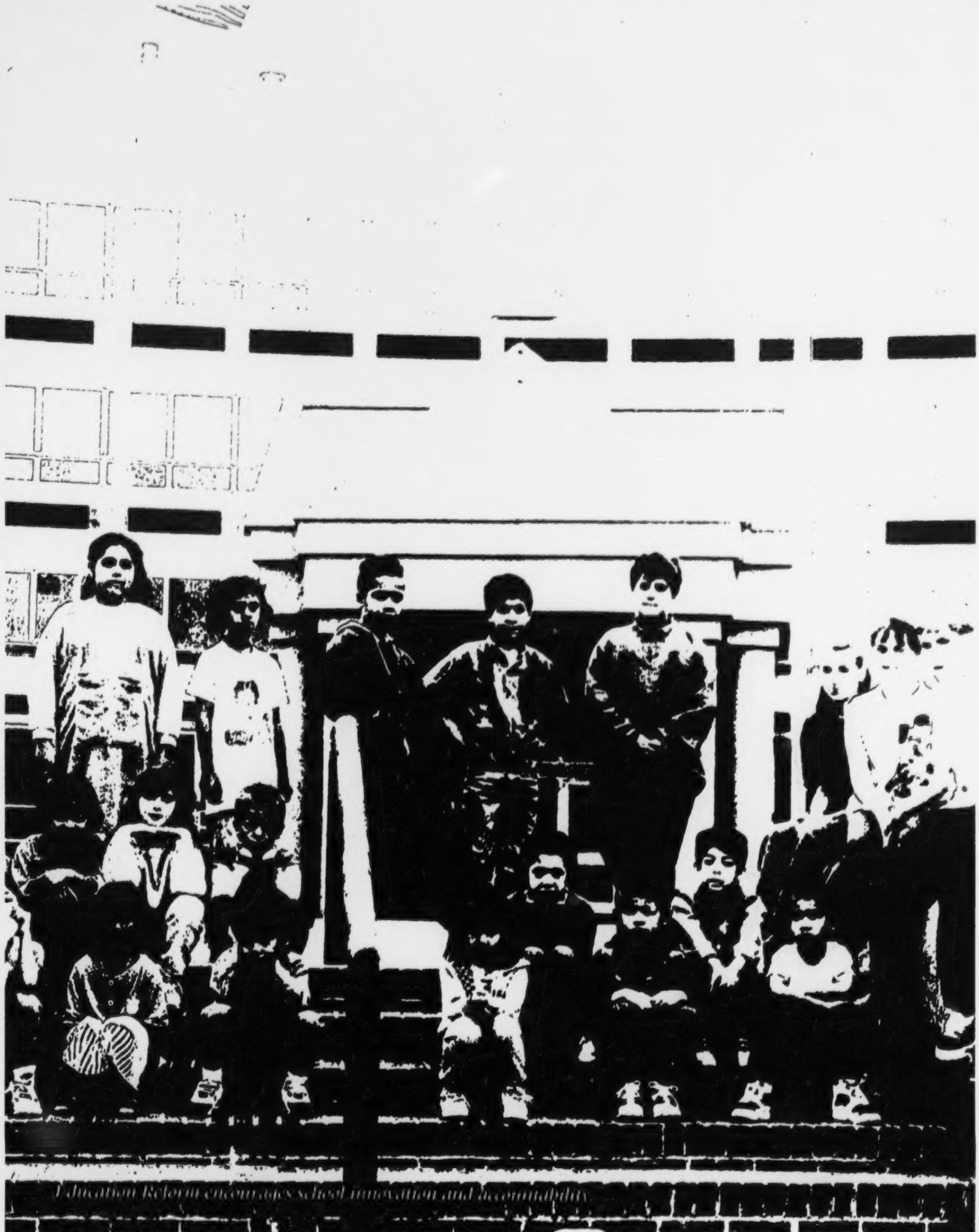
School Choice

In determining that it is fundamentally a state responsibility to provide equal education, the Supreme Judicial Court made it clear that the quality of education that a student receives should not depend upon his or her place of residence. School choice fosters a system in which parents can choose to send their children to schools in communities other than that in which they reside. The Education Reform Act expanded inter-district choice in two important ways. Most importantly, it further corrected gross inequities in the initial statute, making the program far less punitive on poorer school districts. Whereas the initial 1991 school choice statute required poorer sending districts to pay the full tuition charged by the receiving district, the Education Reform Act caps the amount that a receiving district can charge and provides reimbursement to schools that spend below the foundation budget level. The second important change to school choice that took effect during the first year of Education Reform, is that districts were now assumed to participate in the program unless their school committee took an affirmative vote to opt out.

Funding for Early Childhood and Adult Basic Education

The foundation budget covers only those students between the ages of five and twenty-one. If the commitment to adequate educational funding is to be extended to young at-risk children and adults who lack basic skills as well, new systems will need to be developed for these areas. Only 32,000 (64%) of the more than 50,000 economically disadvantaged three and four year olds (200% of poverty line) are currently receiving any educational services. The cost of expanding these services to provide full, adequate early childhood education to all economically at-risk children could surpass $100,000,000 a year. If additional funds are expended to provide at least partial subsidies to some of the other 128,000 three and four year olds, the cost will continue to grow. The Governor's Commission on Early Childhood is currently reviewing the options for addressing this critical need and is expected to report its findings to the Board and Legislature in December, 1994.

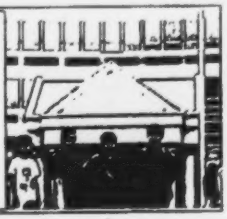
Similar work is underway to address the needs of adults for of basic education. According to the National Adult Literacy Survey, over 50% of our adult population lacks the basic skills they need to be partners in their children's education and successful contributors to the economy. A Working Committee of the Massachusetts Adult Education Committee is expected to file a final report with the Board and Legislature by October 15, 1994 that will detail options for expanding adult basic education services.



Education Reform encourages school innovation and accountability.

Analysis of Strategic Goal III

III Work with school districts to create a governance structure that encourages innovation and accountability.



The main focus of this goal during the first year of implementation has been to support school districts in transforming their governance structure from a top down model that risks a lack of accountability, to a school-based model in which principals and superintendents now have the authority and accountability to act as CEO's of their respective parts of the system.

School-Based Management

The primary change to the governance structure occurred at the school level. The Education Reform Act transferred the authority to make most staffing and operational decisions to the school principal. Within each school, the principal now has the authority to hire, evaluate, and, if necessary, dismiss teachers and other staff. In addition, within the framework established by the school committee, principals are now authorized to make all purchasing and curriculum decisions. As part of this transition, principals are expected to operate as professional managers and no longer are included in collective bargaining units. To assist principals in managing this increased authority, Education Reform required every school to establish a school council by mid-October. Each school council is co-chaired by the principal and consists of representatives from the parent group, teachers union, community, and, at the secondary level, students.

Because school councils have only advisory authority, some councils found it initially difficult to define a meaningful role. While the success of a school council ultimately depends on the individual principal's ability to lead an open and participatory process, the Department of Education and statewide professional associations have provided resource materials and training to assist principals in their new roles. During the Spring, a network of thirteen districts that model school-based management was established to help lead future efforts. Additional resource materials and a new video will be distributed to schools this fall.

Charter Schools

An extension of school-based management is the creation of fully autonomous charter schools. The Education Reform Act authorizes the Secretary of Education to grant charters for up to twenty five schools to operate independently of the school district in which they are located. These charter schools will be public schools and will be funded similarly to all other public schools, but they offer an opportunity for educators to pilot new programs, free from many district and state constraints.

During the first year of implementation, fifteen charters and five conditional charters were granted for schools to open in September, 1995. Of these schools, some target specific underserved populations. For example, a charter was granted to a proposed school at Fort Devens to offer a full-time residential school and home to foster children. Other charters were granted to schools that plan on piloting innovative programs. The charter granted to Youth Build Boston, for example, would expand its current program to create a full school operated as an on-the-job construction class room.

School Performance Standards

As with the other main areas of Education Reform, the success of school-based management and charter schools will be evaluated based on a set of statewide performance standards. Since a school's success is measured mostly by the success of its students, the development of school standards will depend substantially on those developed first for students. There are, however, certain interim indicators, such as attendance and drop-out rates, that can be used to provide initial benchmarks of school performance. For Education Reform to succeed, schools must be accountable for their performance. This accountability is critical both to the state and local governments which entrust their funds to schools and to the parents who entrust their children to schools.

State Accountability for School Performance

The Education Reform Act directs the Board of Education to establish a system for evaluating the performance of each school. The results of this evaluation will be used to publicize successful models and provide additional support to those schools that are not making consistent progress towards the state standards. Particular attention will be focused on charter schools and other schools that are piloting innovations. This process of objectively evaluating different educational models is absolutely essential in bringing about the type of systemic reforms that many educators have worked on for years. While a tremendous amount of work has gone in to school restructuring efforts such as the Coalition of Essential Schools, objective statewide standards are necessary to evaluate the effectiveness of these approaches. If, as is expected, these approaches can be shown to increase student performance, their successes can be replicated throughout the state. Approaches that do not demonstrate improvements in student performance should not be replicated.

The Education Reform Act also directs the Commissioner to take additional steps on behalf students in those schools determined to be "chronically under-performing" including the appointment of a receiver to replace the principal. This receiver will have enhanced authority to reorganize or replace staff and will report directly to the Commissioner. Because it is not possible to determine under-performance without first defining performance, the Commissioner will not exercise this authority until school standards are established.

Accountability to Parents and Students

Ultimately, if schools are to become true service organizations, they must be accountable to the consumers of their services, parents and students. Historically only some parents and students have had the means to choose what school they felt best met their needs. School choice increases the number of parents and students who have access to this choice, but a lack of reliable information has made it impossible to make an informed decision based on the strengths and weaknesses of a particular school.

To fill this need, the Department of Education and Executive Office of Education have been working jointly for over a year to publish informational profiles on each school and district. These profiles will make public the same information that the state uses to evaluate schools. The profiles will enable parents and students to make their own determinations of the quality of a school and will assist each community in evaluating the performance of its schools.

Collection of School and District Information

Education Reform has dramatically increased both the quality and quantity of information that schools, districts, and the state need to exchange. During the first year of Reform, much of this effort was ad hoc in response to immediate implementation needs. In addition to the comprehensive bi-annual report that districts have traditionally filed, separate surveys were undertaken in areas such as time and learning, school facilities, student expulsion, use of new funds, English as Second Language (ESL) teachers, technology, and school councils. In future years, every effort will be made to coordinate and simplify these requests for information. Technology will play a major role in increasing the efficiency of this process. Over the next two years, an electronic network will be established in which standardized student and staff records and school budgets can be shared between schools, districts, and the state. These networked databases will significantly increase the efficiency with which data is collected and the timeliness and accessibility with which it can be analyzed and made available.

Education Reform will enhance the quality and professionalism of teachers

Analysis of Strategic Goal IV

IV Enhance the quality and accountability of all educational personnel.

Introduction

In the end, each school's ability to educate its students to high standards depends more than anything else on the quality of its professional staff. Just as the standards of the Common Core of Learning articulate common expectations for students, professional standards describe commonly held beliefs about effective teaching and school administration. Like those for students, professional standards will be rooted in national efforts and lead to fair, authentic, and meaningful accountability tools that will drive the type of systemic changes that Education Reform requires. As with the standards of the Common Core of Learning or the Foundation Budget, the new professional standards require a significant departure from past practices.

The development of professional standards was delayed for much of the first year of implementation because the initial changes to the certification statute included in the Education Reform Act required major changes. In January, after months of work, consensus was finally reached with all major stakeholders and corrective legislation was signed into law. Developmental work began on professional standards in the Spring. When completed, these standards will form the base for the two main elements of Strategic Goal IV: professional licensure and employment.

Professional Licensure

The license to be legally employed is a minimal standard regulated by the state. There are three stages to the new state licensure process: 1) provisional certification, 2) full certification, and 3) recertification.

Beginning in October, 1994, all new teachers or administrators must first receive **provisional certification** for an initial "residency" before going on to full certification. The main objective of provisional certification is to screen potential educators to ensure that they have requisite content knowledge necessary to become effective teachers or administrators. Since it is difficult for teachers or administrators to be either trained fully or evaluated authentically prior to entering their profession, the emphasis of this stage will be on knowledge of subject matter and foundations of teaching/school administration. As such, provisional certification will measure each potential educator's content knowledge, but will include only minimal pedagogical or administrative requirements.

In the five years following the granting of a provisional certificate, teachers/ administrators who plan on remaining in the profession will engage in the majority of their formal professional training and obtain **full certification.** Since content knowledge will have been assessed through the provisional certification process, the focus of this training will be on effective pedagogy/administration. Provisionally certified educators will remain under the supervision of a mentor while being trained through a higher education or district-based program. These programs would be evaluated by the state to determine if they fulfill the state's professional standards.

Interim regulations were adopted by the Board of Education in May to establish the first two stages of the license process. Next year, further regulations will be developed to align these two stages more closely to the descriptions of effective teaching / administrating included in the professional standards.

In May, the Board also accepted the basic outline for the third stage of state licensure, **recertification.** Unlike the previous two steps, recertification is an ongoing requirement for all educators, including those currently in the field. The objective of recertification is to increase educators' professional currency by setting a minimal standard for the amount of professional development activities that all educators engage in. Every five years all educators will now be required to show that they have successfully completed an individual development plan. The plan must include at least 120 point/hours of professional development activities for the educator's primary area of certification and at least 30 point/hours for each additional certificate. Educators maintain the option of putting any additional certificates "in storage" to be reactivated within two years of moving into the dormant certificate area. An informational booklet further explaining recertification requirements has been distributed to all educators during the summer and regulations will be completed in the Fall.

Employment of Educational Professionals

The second main area in which professional standards are important relates to the district's authority to make employment decisions with regard to its educational personnel. One of the basic assumptions of the Education Reform Act is that a new system is needed to enhance professional performance. The Act directs the Board of Education to set statewide "guidelines for establishing systems of evaluation, including teacher performance standards." Like the system for student assessments, these guidelines must be fair, authentic, and comprehensive. In addition to direct observation, surveys of parents, professional development objectives, and other authentic evaluation techniques will be explored. Work has only begun on these guidelines and will take most of next year to complete.

Once completed, the Board's guidelines will form a base for collectively bargained local performance standards. Teachers with professional status may be dismissed for failure to meet these performance standards. Contested dismissals are appealable only to arbitrators who are provided by the American Arbitration Association through the Commissioner. In reviewing contested dismissals, arbitrators are to "consider the best interests of the pupils in the district and the need for elevation of performance standards."

Professional Development

Education Reform presents tremendous new challenges to educators. For many teachers, the curriculum frameworks will describe new ways of teaching. For many administrators, school-based management will be a new way of running schools. Not only does Education Reform create many major changes, it more importantly sets the stage for an education system that will have to continuously change to keep pace with the revolution of the information age. In this system, ongoing development of professional skills is absolutely essential. A substantial commitment to professional development will need to be made at all levels of the education system.

All certified educators must begin to develop ongoing **Individual Professional Development Plans.** The professional development activities included in these plan need not be higher education courses. As much as possible, the IPDP should focus on school-based activities directly connected to improving student learning. In-service workshops, cooperative professional projects, mentoring, and peer coaching are all acceptable professional development activities that count towards an educator's recertification requirements.

The primary responsibility for planning and providing professional development lies at the individual school and district levels. School councils should include a total professional development strategy in their **School Improvement Plan.** Superintendents should work with school committees to develop a **District Professional Development Plan** and budget to support these professional development activities that approximate 3% of the total salary budget for the district. From these District Plans, the Commissioner of Education will formulate a **Statewide Professional Development Plan** to determine how the state can be most supportive. While the state will provide a certain amount of professional development activities, it should be stressed that the major financial responsibility to provide these activities lies at the district level.

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→

The Department of Education will provide leadership and support to implement Education Reform.

Analysis of Strategic Goal V

V Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

MASSACHUSETTS
DEPARTMENT
OF EDUCATION
→

Introduction

The last two years have been a particularly intensive period of change for the Department of Education. In addition to moving from Quincy to Malden and implementing a comprehensive reorganization, the Department redefined its basic mission to align with the Education Reform Act. Under the leadership of the Board of Education, the Department of Education is now responsible for the development and support of statewide standards for students, teachers, administrators, schools, and districts. This change in focus has necessitated several major changes within the Department.

Leadership on Education Reform

During the first few months Department of Education staff had to learn about Education Reform even as others looked to the Department to explain it. As soon as the Education Reform Act passed, Department staff began analyzing it to develop resource materials for school districts and other interested parties. An initial packet including a copy of the Act, index, and calendar of key dates was disseminated to every district and community along with an invitation to send a team to one of four summer conferences. Also during the summer Department staff dissected the Act to develop an implementation plan for all new state responsibilities.

The development of the Education Reform Implementation Plan exemplifies the Department's new approach. A bottom-up approach was used to develop the plan in which the lead teams identified for each new activity were given the major responsibility to develop a work plan for implementing the activity. Once approved, the results of these work plans were summarized, formatted, and distributed widely in an effort to broaden the participation of all key stakeholders in implementation and to make public benchmark by which schools, the Legislature, the Governor, and the public could hold the Department accountable.

Development of Statewide Standards

The majority of the work to implement Education Reform must be done at the classroom and building level. The Department's primary role in this effort is to develop and propose to the Board of Education statewide standards. In developing these standards, the Department has made a conscious commitment to maximizing the involvement of all key stakeholders. As has been noted throughout this report, thousands of teachers, parents, community leaders, and students have already been involved in this process. Thousands more will be involved in future years. Broad-based involvement is important both because it will improve the quality of standards which are developed and because the act of participation itself is important to each participants support and appreciation of Education Reform.

Supporting People in Achieving the Standards

In order to better support students, teachers, and administrators in achieving their individual standards, the Department of Education has shifted its focus from that of a regulatory agency to that of a customer-driven service organization. All efforts are made to respond to both the long-term and immediate needs of the Department's "customers." From responding to the exponential increase in phone requests with prompt professionalism, to thoughtful leadership in the development of resources and workshops on key implementation issues, Department staff have begun to model a service orientation.

Partnerships and Outreach

Under the Commissioner's proclamation, "working together for better results," the Department has tried to build cooperative partnerships with other state agencies and stakeholders. The Department has worked particularly closely with higher education. In addition to tapping the considerable expertise that Massachusetts public and private institutions of higher education offer, the Department has begun to develop a new relationship with teacher training institutions to integrate the standards of Education Reform. The newly formed Committee on Education Policy, chaired by the Secretary and consisting of the Executive Boards of the Board of Education and Higher Education Coordinating Council, has met quarterly to look for opportunities where K-12 and higher education can further collaborate.

In July, the Board formalized its advisory structure by appointing fifteen new statewide advisory councils. These councils reflect the Commissioner's commitment to creating a fresh approach. In selecting membership for the councils, extensive outreach was undertaken that resulted in a pool of over 900 applications that reflected the diversity of perspectives and wealth of knowledge available in the Commonwealth.

Technology

To meet the objectives of Education Reform information technologies must be integrated into the education system. The Secretary of Education, in cooperation with the Secretary of Economic Affairs, oversaw a year-long study of educational technologies called Mass Ed Online. As a result of this plan, the Department of Education has begun working with the Massachusetts Corporation for Educational Telecommunication (MCET) to establish a state-wide wide-area network (WAN) that will eventually link every school to each other, the state, and, through the Internet, to the world. As a first step, MCET will have in place an initial linkage for each school in the early Fall. The Governor's recently released Information Technology Bond and pending federal grants will allow this network to be "scaled-up" to allow full usage by all students and school personnel.

Conclusions

This report brings the 1st year's Education Reform Implementation Plan to completion. A tremendous amount has been accomplished. Beginning with the passage of the Education Reform Act in June, the Commonwealth has taken its first major steps down the long road of public education renewal. The success of these efforts can only truly be measured in decades and generations. The foundation budget, for example creates a standard for equity in school finance. Hovever, it won't be until the year 2012 that the Commonwealth can promise that 100% of its students will receive an education that meets the standards of adequate resources. The other standards will take a similar amount of time to be fully implemented.

Nonetheless, interim evaluations must be continuously made to determine if the Commonwealth remains on course. In addition to the ongoing oversight and leadership provided by the Board of Education and its Education Reform Implementation Task Force (MERIT), two other state entities are specifically charged with tracking the progress of Education Reform. As part of her efforts to create a Master Plan for Public Education, the Secretary of Education is responsible for creating an annual Report on the Conditions of Massachusetts Public Schools. The first installment of this report is expected to be completed early next Fall. A second, distinct analysis is underway by the statutorially created Education Reform Review Commission. This Commission, comprised of representatives from the public, the major statewide associations, and the University of Massachusetts has begun to build a framework for tracking the long-term progress of Education Reform.

Finally, although the first Education Reform Implementation Plan is complete, work has already begun on the development of a comprehensive, Five Year Master Plan for public education. This Plan will extend the Implementation Plan into the future, create long-term budget projections for major Reform initiatives, serve as the State Improvement Plan called for by the federal Goals 2000 Act, and provide a unifying structure to link Department of Education work prior to the passage of the Education Reform Act.

Glossary

authentic assessment (for students) Portfolio assessments, performance evaluations, open-ended exams, and other assessment instruments used to evaluate student performance on those work and life skills embodied in the Common Core of Learning

Common Core of Learning What all students should know and be able to do upon graduation from high school

content standards Specific measurable descriptions of what students should know and be able to do at the 4th, 8th, and 10th grade in each curriculum framework area

curriculum frameworks Recommended teaching practices for fulfilling the Common Core of Learning

implementation activities The fifty-four distinct initiatives that the Department of Education and Executive Office of Education undertook to implement the first year of the Education Reform Act of 1993

Individual Professional Development Plan A description of each educator's objectives for professional growth and plan for fulfilling the objectives

interim indicators (school performance standards) The criteria which will be used to evaluate school and district performance over the next few years as the statewide student assessment system is developed

full certification A five year renewable license to teach or administrate

portfolio assessments A technique of evaluating student authentic performance based on the review of a series of distinct activities usually collected over an extended period of time and scored according to established standards

professional performance standards (state) The part of the state guidelines for evaluating educational personnel that describes what specific, professional objectives should be used as a base for locally bargained standards

professional performance standards (local) Collectively bargained standards for the professional performance of educational personnel, based on state standards and used to evaluate and make employment decisions

professional licensure State regulated minimal standards for legal employment as a teacher, guidance counselor, school psychologist, school librarian, school nurse, audio-visual media specialist, unified media specialist, school business administrator, principal, supervisor, director, assistant superintendent of schools, or superintendent of schools consisting of three parts: 1) provisional certification, 2) full certification, and 3) recertification.

professional standards Commonly held beliefs about effective teaching and school administration that provide a base for professional licensure and professional performance standards of employment

professional teacher status The legal status which replaces tenure to protect teachers with three years of seniority from dismissal except for inefficiency, incompetency, incapacity, conduct unbecoming a teacher, insubordination, failure to satisfy performance standards, or other just cause

provisional certification The initial license that an educator receives which focuses on ensuring adequate content knowledge

recertification The process in which educators renew their full certificate(s) at least every five years by demonstrating successful completion of an individual professional development plan

statewide evaluation guidelines Guidelines established by the Board that form a base for a locally bargained process in which professional evaluations will occur

District Professional Development Plan A plan and budget developed by each superintendent and school committee describing how the educators in that district will advance their professional objectives and fulfill their recertification requirements

school performance standards Standards established by the Board of Education which will be used to generate school profiles and evaluate school performance or underperformance

student performance standards The specific level of performance required to receive a certificate of competency, mastery, or occupational proficiency

standards Agreed upon expectations of satisfactory performance (see content standards, professional performance standards, student performance standards, school performance standards)

strategic goals The five goals of the Education Reform Implementation Plan approved by the Board of Education

Acknowledgments

The Massachusetts Board of Education gratefully acknowledges the outstanding work of the staff of both the Department of Education and Executive Office of Education. Throughout the first year of implementation, both agencies demonstrated a high standard of professionalism and a firm commitment to improving student learning.

The quality of this work was evident at all levels of the Department, from the Senior Staff who oversaw the entire implementation effort (Commissioner, **Robert V. Antonucci**, Deputy Commissioner, **David Driscoll**, Associate Commissioners, **Mary Beth Fafard, Mildred Allen, Nicholas Fischer,** Legal Counsel, **Rhoda Schneider,** to the Department administrators who led individual activities (**Julie Altshuler, Pam Barry, Lynn Beal, Robert Bickerton, Robert Blumenthal, Thomas Collins, Anthony DeLorenzo, Susan Freedman, Daniel French, Carol Gilbert, Gilman Hebert, Pamela Kaufmann, Richard Knox, Marie Lindahl, Marcia Mittnacht, Jeffrey Neilhaus, Diane Price, Alan Safran, Elisabeth Schaefer, John Sullivan, Carole Thomson,** and **Doreen Wilkinson**); to hundreds of staff members whose time, energy, good spirits, and expertise were indispensable to making the first year of Education Reform successful.

A similar quality of work was evident throughout the Executive Office of Education, from Secretary of Education, **Piedad Robertson**; to Undersecretaries, **Lisa Blout** and **Michael Sentance**; to lead staff members, **Jose Alfonso, Ted Frier, Virginia Greiman, Winniphred Stone,** and **Ann Toda.**

Particular acknowledgement is due to **Gregory G. Nadeau,** Special Assistant to the Commissioner, who oversaw the creation of the Implementation Plan, Quarterly Reports, and this First Annual Implementation Report.

Finally, the staff of these two agencies did not work alone. In addition to the hundreds of students, parents, community members, and educators who contributed their time to the forty-nine advisory groups and commissions described in Appendix B of Part Two, thousands of others participated actively at the school-based level to assist in implementing the Education Reform Act. The Board acknowledges that without their contributions nothing would be possible.

Credits

This document was formatted and designed by Booth Simpson Designers.

The photograph of the student featured on p.10 was taken by Bob Kramer.
The photographs of books on p.16, a school on p.20, and the Department of Education on p.28 were taken by Terry Blailer.
The picture of the teacher on p.24 was taken by Deneen Silviano of PALMS (Partnerships Advancing Learning of Mathematics and Science).

First Annual Education Reform Implementation Report

Appendices

Massachusetts Department of Education ◆ Fall 1994

EA 026 864
Part 2

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October, 1994

Dear Colleague:

The implementation of Education Reform requires two distinct levels of analysis and discussion. The main body of the First Annual Report focuses the five Strategic Goals of the Implementation Plan:

Strategic Goal I:	***Establish new standards and programs for students that ensure high achievement.***
Strategic Goal II:	***Administer a fair and equitable system of school finance.***
Strategic Goal III:	***Work with school districts to create a governance structure that encourages innovation & accountability.***
Strategic Goal IV:	***Enhance the quality and accountability of all educational personnel.***
Strategic Goal V:	***Improve the Department of Education's capacity and effectiveness in implementing Education Reform.***

In contrast to the broad analysis provided in the main body of the Report, the four appendices included in this document focus on the details. Appendix A tracks the specific progress that has been made in each of the fifty-four implementation activities. Appendix B provides a status report on each of the forty-nine external groups called for in the Implementation Plan. Appendix C sets forth the final text of the Massachusetts Common Core of Learning. Appendix D lists the documents and advisories that the Department of Education has generated related to Education Reform.

Throughout these appendices and all of our implementation work, the Department has tried to model our commitment to accountability, broad-based involvement, and service. All efforts have been made to make this document a useful reference guide for interested individuals to involve themselves in our Implementation Plan. Feel free to contact any of the people listed throughout the document if you would like additional information about any aspect of our work.

Only by working together can we make Education Reform succeed!

Sincerely,

Robert V. Antonucci

Robert V. Antonucci
Commissioner of Education

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End-of-Year Implementation Activity Summaries

The fifty-four activities described in this section were derived from a rigorous analysis of Chapter 71 of the Acts of 1993, the Massachusetts Education Reform Act. Each activity is linked to one of the five Strategic Goals of the Implementation Plan. A full analysis of each goal can be found in the main body of this report. The majority of information included in each activity's end-of-the-year summary sheet is carried forward without change from the Implementation Plan. The new information provided in this report is the status of each benchmark, the summary of progress in year one, and the future challenges. Please note, all information included in this section is current as of July, 1994 only and does not include work done during the subsequent summer months.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

1

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 1	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish the Massachusetts Common Core of Learning Section(s): 29	Educational Improvement (617) 388-3300 x201 *Administrator(s):* Carole Thomson	*The Common Core of Learning is as much a process as it is a product. The process of the Common Core will generate consensus across the state on what all students should know, value, and be able to do. Preliminary reports indicate that 1) a significant degree of consensus exists and 2) this consensus calls for fundamental and systemic changes in the education system. The results of this process will form the philosophical base for curriculum frameworks and student assessments and standards.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 the Common Core Commission will be convened	met 9/93
• By 11/93 a statewide public outreach campaign will be developed	met 1/94
• By 2/94 the 1st draft of Common Core will be distributed	met 2/94
• By 4/94 the 2nd draft of Common Core will be distributed	met 4/94
• By 5/94 the final draft of Common Core will be completed	met 6/94
• By 6/94 the Common Core will be presented to the Board	met 6/94

Status as of July, 1994

Summary of Progress in Year One:

As noted above, the Common Core of Learning has been as much a process as a product. Over the year, Department staff worked with Commission members to lead an unprecedented statewide public participation campaign that directly involved over 50,000 parents, educators, and community members. Commission members hosted ten regional public forums, six formal hearings, and a two-day televised session at the State House with distinguished speakers. Brochures and a videotape entitled *Voices of Reform* were developed and distributed to every school committee and school council to generate local discussions of the Common Core. Over 1400 written responses to the 1st draft of the Common Core were received and processed. From September 1993 through May 1994, Commission members met with over 10,000 people at public events, their workplaces, and in their homes.

The revised final draft of the Common Core presented to the Board of Education on June 21 reflected the full scope of comments that were received. It retained the high interdisciplinary standards of the 1st draft and responded to concerns by more clearly stating the traditional academic standards as well.

On July 14, the Board of Education formally adopted the Common Core as its statewide educational goals (as called for in Ch.69; S.1D).

Future Directions:

Specific efforts will be planned to assist school committees, school councils, and others to implement the Common Core locally and to integrate the Common Core into the statewide professional development plan (activity IV-34).

In addition, work is underway by the seven curriculum frameworks committees to translate the Common Core into academic standards for each subject area. Many questions remain as to how all students can be brought up to the high standards of the Common Core. Will a longer school day be necessary to achieve these goals (activity I-5)? What special provisions will be necessary to assist students with limited English proficiency (activity I-15) or special needs (activity I-16) to achieve these standards? These and other questions will be addressed as the Common Core is implemented.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

2

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 2	Lead Team	General Approach Described in Year 1 Implementation Plan
Develop curriculum frameworks Section(s): 29, 85	Instructional & Curriculum Services and Project PALMS (617) 388-3300 x203 *Administrator(s):* Dan French Linda Beardsley	*The work of the Common Core will be translated into curriculum frameworks for areas of mathematics, science and technology, history and social science, English, foreign languages and the arts. These frameworks will be user-friendly, inter-disciplinary guidelines for teachers that will assist them in transforming their curriculum to prepare students of all abilities, including those with special talents or needs, to meet new standards appropriate for the 21st century. Like the Common Core, the process of generating state-wide consensus is as important as the final product of the frameworks.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 nominations will be sought for (5) curriculum committees	met 10/93
• By 1/94 the Commissioner will appoint the advisory committees for each subject area & steering committee	met 3/94
• By 7/94 a week-long meeting will be held for committees to begin drafting	on target
• By 1/95 a draft of the frameworks will be presented to the Board	on target
• By 6/95 a final draft of the frameworks will be presented to Board	on target

Status as of July, 1994

Summary of Progress in Year One:

The initial work on this activity predates the Education Reform Act. In June 1993, as part of federally funded grant called Project PALMS, two frameworks committees were selected, one for mathematics and a second for science and technology. These committees met ten times for a total of thirty working days. Over the year, while these two committees did formative work developing pilot frameworks, additional committees were selected for five other subject areas and a statewide steering committee. By the Spring, all the committees had begun meeting and the work of the two initial committees was integrated into the other five areas. A common structure was divised for all seven frameworks in which chapters on effective teaching and school structure would be shared. The five committees are scheduled to meet in July for week long meetings to begin drafting their content chapters.

As with the Common Core, the process of generating wide-spread discussion and participation on the frameworks is as important as are the final products which will be produced. Over 3,000 people have already been directly involved in the process with substantially more people involved in similar discussions at the local level. This participation exemplifies the type of constructivist professional development activities which Education Reform envisions. Participants are not lectured to about new practices, they are actively engaged in the creation of curriculum by sharing successful practices with colleagues.

Future Directions:

The committees plan to complete an initial draft of the frameworks by January, 1995. After broad-based dissemination and review, final drafts are expected to be presented to the Board of Education in June, 1995. Each discipline is expected to detail clear, measurable content standards and to identify successful teaching practices. The common chapters will describe strategies for school restructuring and related practices that are connected to improving student learning across the curriculum.

As the frameworks take shape, interdisciplinary connections will need to be strengthened among the subject areas and Common Core. Throughout the year, work will be done to connect the frameworks to the FY'95 statewide professional development plan (activity IV-33) and to the new student assessment program (activity I-4).

Strategic Goal 1: Establish new standards and programs for students that ensure high achievement.

Activity Number

3

Education Reform Implementation Plan

End-of-Year Summary

Activity # 1 - 3	Lead Team	General Approach Described in Year 1 Implementation Plan
Set academic standards for all students Section(s): 28, 29, 81	Evaluation, Planning & Research (617) 388-3300 x226 *Administrator(s):* Nick Fischer	*Academic standards are at the heart of Education Reform. They will drive assessment, graduation, professional performance standards, evaluations of schools, and, in some cases, school finance and governance. The Common Core of Learning will provide the base for the standards and approaches to teaching to these standards will be articulated by the curriculum frameworks. In forming the standards and three commensurate certificates (competency determination, mastery, and occupational proficiency), extensive research will be conducted on similar efforts in other states and at the national level.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 1/95 draft frameworks will be complete	on target

Status as of July, 1994

Summary of Progress in Year One:

There are two parts to this activity. The first is the ongoing work of the Accountability and Evaluation cluster staff to assist the Commission on the Common Core of Learning and the seven frameworks committees in developing clearly measurable educational goals and content standards.

Future Directions:

The second part of this work will begin next year after the content standards become clear from frameworks committees. Each content standard will need to be translated into specific measures of student performance tied to the system of student assessments. Difficult decisions will need to be made as to what level of performance on each content standard will be considered adequate for the Certificate of Competency which is required of all graduates beginning with the class of 1999. If, for example, level III on the 1992-93 Massachusetts Educational Assessment Program (MEAP) were used as a performance standard, fewer than a third of the students in the state would meet the standard. Additional work will need to be done to explore what standard of performance should be considered adequate for a Certificate of Mastery and what additional skills will be needed to achieve a Certificate of Occupational Proficiency.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

4

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 4

Develop and administer annual student assessment system

Section(s): 29-11

Lead Team

Accountability & Evaluation Services

(617) 388-3300 x226

Administrator(s):
Jeff Nellhaus

General Approach Described in Year 1 Implementation Plan

The new assessment system will require close coordination with related activities (1,2, & 3) as well as extensive involvement of key stakeholders. The process of designing an authentic assessment system that fulfills the parameters called for in the Act at a reasonable price, will be extremely challenging. Extensive use of consultants will be required and, as much as possible, efforts will be made to link to similar efforts in other other states and at the national level.

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 2/94 decisions will be made about how to transition assessment instruments during the 1994-5 school year	met 5/94
• By 4/94 a final round of the existing MEAP assessment will be conducted in grades 4, 8, and 10	met 4/94
• By 12/94 the costs and parameters for the new assessments will be identified	on target

Status as of July, 1994

Summary of Progress in Year One:

The final round of the MEAP was administered between March 21 and April 15, 1994. The MEAP falls far short of the functional requirements of the new assessment required by the Education Reform Act, but serves an important role as a fourth round of results to evaluate school districts (see activity III-24). In addition, the MEAP provides a base for the design of the new instrument.

In addition to administering the MEAP, Department staff continued ongoing work with the New Standards Project to coordinate the new Massachusetts assessment with similar work in other states and to field test the New Standards portfolio and reference exam system.

Future Directions:

Department staff plan to convene two groups beginning this summer that will assist in the development of the new instrument: 1) an assessment advisory committee comprised of key stakeholders from professional associations, citizen groups, business leaders and 2) an external review panel coordinated by the Council of Chief State School Officers and including six to eight nationally recognized assessment experts. These two groups will be used to develop recommendations for the design and implementation of the new assessment system.

During the 1994-95 school year, as Department staff work with vendors and the two advisory groups to develop a proposal with cost projections for the following year, substantial development work will undertaken. The main objectives of this work will be 1) to develop new material for future assessments; 2) to determine the feasibility of administering various assessment techniques; and 3) to build capacity among Massachusetts teachers to implement new kinds of assessment.

Strategic Goal 1 : Establish new standards and programs for students that ensure high achievement.

Activity Number

5

Education Reform Implementation Plan

End-of-Year Summary

Activity # 1 - 5	Lead Team	General Approach Described in Year 1 Implementation Plan
Evaluate and define instructional time and prepare a plan to extend school day and/or school year Section(s): 80	Educational Improvement (617) 388-3300 x461 *Administrator(s):* Marcia Mittnacht	***The Commission on Time and Learning will include the Secretary of Education, (2) members of the Board of Education, and several educators and members of the community. The Commission will 1) evaluate and define "instructional time"; and 2) prepare a plan to extend the school day and year. The National Commission on Time and Learning is anticipated to release its report by 4/94, the results of which will be reviewed by the Massachusetts Commission.***

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the Commission will be convened	met 11/93
• By 12/93 the draft report on instructional time will be presented to the Board of Education	met 12/93
• By 3/94 the final report on instructional time will be presented to the Board	delayed until 12/94
• By 12/94 a plan to extend school days and/or school years will be completed	on target

Status as of July, 1994

Summary of Progress in Year One:

The Massachusetts Commission on Time and Learning was convened in November, 1993. The eighteen members of the Commission include three members of the Board of Education and representatives of school, parent, and community organizations from across the state. In its first six months, the Commission met monthly to consider existing norms and requirements and to outline a vision and options. A copy of this work was distributed along with an invitation to attend regional forums to every school and district. Over 275 people attended the six public hearings held in the first two weeks of June.

In May, the Massachusetts Commission reviewed the final report of the National Commission on Time and Learning. Among the significant recommendations from the National Report was a focus on achieving at least 5.5 hours of academic instruction each day, potentially by lengthening the school day.

Future Directions:

The Massachusetts Commission plans to build on the work of the National Commission and the input of over 1,000 individuals in Massachusetts by detailing specific options for restructuring and extending school time for students in Massachusetts schools. Department staff will work with the Commission to prepare draft regulations on instructional time to be presented to the Board in September 1994. Final regulations will be presented to the Board along with a final report in December. In January, the Board will send the final report to the Legislature. Since many of the recommendations under consideration are within the Board's existing authority, schools can expect to see initial regulatory changes in January.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

6

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 6	Lead Team	General Approach Described in Year 1 Implementation Plan
Eliminate general track in all schools Section(s): 72	School to Employment Services (617) 388-3300 x451 *Administrator(s):* Pam Barry	*The elimination of general track stems both from a national trend away from grouping students homogeneously (tracking) and a recognition of the failures of the traditional system to provide adequate vocational or academic training for those students tracked into a "general" program of studies that prepares them neither for college nor a vocation. The elimination of this "general track" is linked to broader systemic initiatives such as the Common Core of Learning that redefine the educational mission towards preparing every student for success.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 research will be conducted on national and state initiatives	ongoing
• By 12/93 a focus group will be selected	met 11/93 by internal DOE group
• By 1/94 a self-assessment instrument will be distributed	met 6/94
• By 5/94 a resource guide to schools will be distributed	delayed until 9/94
• By 9/94 plans will be received from school districts	on target for initial plans
	final plans due 1/95

Status as of July, 1994

Summary of Progress in Year One:

While few school districts readily indentify a so-called 'general track,' the Department has interpreted this activity as a mandate that the state set a goal for every school district to ensure that all students leave high school prepared either to enter higher education or the world of work.

The Department co-sponsored two public meetings with Northeastern University on December 1 and 15, 1993. As a follow up to these meetings, the Center for Labor Market Studies at Northeastern prepared a report on indentifying and measuring the general track which was released in the Spring. In June, the Department mailed a planning guide and self assessment instrument to each school district.

Future Directions:

Districts are expected to file initial plans with the Commissioner by September 1, 1994, and a final plan by January 1, 1995. These final plans will be synthesized into a statewide report which will be presented to the Board and Legislature.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

7

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 7	Lead Team	General Approach Described in Year 1 Implementation Plan
Implement standards and new program initiatives for vocational education Section(s): 29	School to Employment Services (617) 388-3300 x451 *Administrator(s):* Pam Barry	*Vocational education programs will be assessed for progress of the integration of academic and vocational-technical education. Standards will be established for school to work transition programs in conjunction with the MassJobs Council School to Work Task Force that will include at minimum: school based learning, applied academics, integrated vocational/academic instruction, and work-based learning. In addition, standards will be set to evaluate student success in vocational training called the Certificate of Occupational Competency. Substantial outreach will be conducted to key stakeholders in developing these standards.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 a cross-cluster DOE task force will be established	met
• By 12/93 a description of model school to work programs will be developed and distributed to Regional Employment Boards and others	not met
• By 5/94 an academic and vocational integration resource guide will be developed and disseminated to all school districts	draft completed 4/94

Status as of July, 1994

Summary of Progress in Year One:

The thrust of Education Reform work in this area during the first year of implementation has been to bring all the diverse interests together and to focus on the integration of academic and vocational education as well as school-to-work programs. As part of this effort, the MassJobs Council and Executive Office of Education successfully submitted a planning grant, called 'Learning to Compete' to the US DOE and DOL. The development of state standards for vocational education and school-to-work transition program has been delayed to coordinate better with the MassJobs Council.

Future Directions:

Much work remains to be done before a set of performance standards can be defined to certify occupational proficiency (see activity I-3). Major changes to the current system of vocational training are necessary to ensure that all students not bound for college are adequately prepared for the world of work (see activity I-6).

Strategic Goal I :	Establish new standards and programs for students that ensure high achievement.

Activity Number

8

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 8	Lead Team	General Approach Described in Year 1 Implementation Plan
Develop a comprehensive system for adult basic ed. & literacy. Section(s): 29-1H, 75	Adult & Community Learning Services (617) 388-3300 x429 *Administrator(s):* Bob Bickerton	*Since 1986, the Board of Education has made the development of "a comprehensive system for adult basic education" (ABE) a top priority. The Education Reform Act codifies the approach called for in the Board's ABE Plan and authorizes the newly convened interagency "Adult Education Committee" co-chaired by Dr. Jerome Grossman and Secretary Robertson to begin coordinating the Plan's implementation. The Department, including representatives from PALMS, will staff this effort.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 Legislative funding options will be developed	delayed
• By 2/94 ABE Committee will be reconvened	delayed pending Leg. appointments
• By 6/94 new protocols will be finalized	met 6/94
• By 7/94 math and science literacy will be included in ABE plan through cooperation with Project PALMS	NCTM standards adopted 2/94

Status as of July, 1994

Summary of Progress in Year One:

The current system of 150 adult learning centers serves only 2% of the 1.1 million adult citizens of the Commonwealth in need of adult basic education and literacy. While no adequate means of funding this unmet need has been determined (activity II-21), substantial progress continues to be made.

New programs were initiated 1) for over 1,000 employees in collaboration with businesses and unions at 24 work sites; 2) for 300 homeless individuals at eighty shelters; and 3) for ABE Comprehensive Health at twenty-eight adult learning centers. To review the success of the Department's funding strategy, a group comprised of twenty-five practitioners called the ABE Program and Funding Criteria Task Force was convened. The Task Force conducted a comprehensive review of the Department's ABE indicators of program quality and rate structure. The Task Force determined that in the five years since their adoption in 1989, retention had nearly doubled to over twice the national average.

Future Directions:

The comprehensiveness of the Massachusetts ABE system is severely compromised by a funding chasm (see activity II-21). One important piece towards increasing public support for these programs is to put in place a system of standards with which programs can be evaluated. Plans are underway to begin developing a curriculum framework and standards that will extend the accountability paradigm of Education Reform to ABE.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

9

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 9	Lead Team	General Approach Described in Year 1 Implementation Plan
Ensure a safe schools environment Section(s): 29, 88, 89, 95	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	***Over the next year, the Department will be launching several major initiates to improve the safety and well being of our schools' environments. Complimenting $27 million of Health Protection Grants from the new Cigarette Tax, statewide workshops will be held to train teachers on violence prevention, conflict resolution, and the promotion of safety for gay and lesbian youth. In addition, standards will be set for all schools and an interagency committee will be established to coordinate and publicize other initiatives.***

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93, with the AG's Office, School Safety Oversight Committee will be convened	met 11/93
• By 12/93 the review of Health Protection Fund and Drug Free Schools grants will be completed and	met 12/93
• By 12/93 safe school standards will be developed	not met
• By 3/94 regional conferences will be held	met 3/94
• By 6/94 the Safe School Study will be completed and distributed	not met

Status as of July, 1994

Summary of Progress in Year One:

The School Safety Oversight Committee was established with participation from the Governor's office, Attorney General's office, Department of Education and Executive Offices of Education and Public Health. The Committee has overseen the implementation of three key initiatives: 1) the Words not Weapons Campaign in selected schools; 2) the development the safe school initiative for gay and lesbian students; and 3) other violence prevention forums.

As part of the focus on safe schools for gay and lesbian youth, the Department awarded fifty grants to districts and held fifty-four school-based workshops, fourteen regional forums attended by 145 districts, and a statewide conference. Statewide conferences were also held on other issues related to healthy and safe schools.

Future Directions:

In future years when statewide school standards (activity III-24) are in place, this work will be able to better focus on those programs most in need of assistance and be better able to evaluate the effectiveness of each program.

Strategic Goal I:	**Establish new standards and programs for students that ensure high achievement.**

Activity Number

10

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 10	**Lead Team**	**General Approach Described in Year 1 Implementation Plan**
Study feasibility of regional boarding schools and promote educational alternatives for chronically disruptive students Section(s): 29, 87	Educational Services in Institutional Settings (617) 388-3300 x453 *Administrator(s):* Richard Knox	*Although there are several issues surrounding the establishment of these schools (including restrictions on Special Needs students), the potential exists to explore new and innovative approaches to the education of chronically disruptive students. The Study Group will research existing models and make recommendations about what is feasible within the confines of existing statutory restrictions.*

Key Benchmarks Projected in Year 1 Implementation Plan	**Benchmarks Status**
• By 11/93 the Study Group will be convened	partially met 12/93
• By 5/94 the draft report will be presented to the Board of Education	met 1/94
• By 6/94 the final report presented to the Legislature	delayed until 9/94

Status as of July, 1994

Summary of Progress in Year One:

The Commissioner, Attorney General, and Gubernatorial appointee, Board of Education Chair Martin S. Kaplan have met regularly to discuss the critical need for educationally sound alternatives for chronically disruptive students and dropouts. No legislative appointments have been made. During the Winter, the Department distributed a survey to each school to collect information on schools' use of long-term suspensions and expulsions.

Future Directions:

The group will report its findings to the Board and Legislature in September. Future actions will depend upon the recommendations included in this report.

Strategic Goal I	Establish new standards and programs for students that ensure high achievement.

Activity Number

11

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 11	Lead Team	General Approach Described in Year 1 Implementation Plan
Staff **Governor's Commission on Early Childhood** Section(s): 70	Early Learning Services (617) 388-3300 x357 *Administrator(s):* Elisabeth Schaefer	*Central to Education Reform is the establishment of a statewide system of early childhood education. Monthly meetings will be held with the Governor's Commission and Department's Early Learning Services staff to develop a plan to provide such services. Efforts will be made to coordinate this plan with activities # 2 (curriculum frameworks), # 12 (outreach demonstration project), and # 13 (comprehensive family services plan).*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the Commission will be convened	met 2/94
• By 2/94 the draft plan will be completed and distributed	delayed
• By 4/94 the final plan will be completed and submitted to the Board and Legislature	delayed until 12/94

Status as of July, 1994

Summary of Progress in Year One:

Massachusetts has many excellent programs for three and four year old children, however, the system lacks organization and is difficult for some families to understand and access. The Governor's Commission serves as a forum to bring together policy makers, program providers, and parents to plan how a more comprehensive system should be structured and funded.

Due to delays in finalizing appointments to the Commission, a revised timeline was created and legislation filed to change the reporting date from 4/94 to 12/94. The Commission began meeting in February. In addition to Rep. Lambert, Sen. Magnani and (12) other members being officially appointed, (10) unofficial advisors have been included in the meetings. In its first few months, the Commission reviewed early care and education strategies from other states and nations and developed a vision statement and goals to guide its future work.

Future Directions:

As part of the Commission's plan, work will continue 1) to define current supply and demand for early childhood education services; 2) to identify successful models that could be adapted for use in Massachusetts; 3) to develop a cost-effective plan for implementing the proposed model, and 4) to develop a proposed budget.

Ongoing coordination will need to be done with other groups involved with similar work. Most importantly, the development of a new statewide management system for subsidized day care coordinated by the Executive Office of Health and Human Services and the expansion of Head Start and other federally funded programs will have a major impact on the planning done by the Commission.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

12

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 12	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish a demonstration project to assess outreach/ education programs for parents of young children Section(s): 84	Early Learning Services (617) 388-3300 x357 *Administrator(s):* Elisabeth Schaefer	*These demonstration projects will provide important information to the Governor's Commission on Early Childhood as to what models of parent outreach should be expanded across the state. Extensive research surveying the variety of models that exist will be combined with field test reports from the selected demonstration sites to issue a final report to the Legislature in December 1996.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the Task Force will be convened	met 1/94
• By 12/93 the budget will be submitted to the Legislature	met 12/93
• By 3/94 the RFP will be completed and distributed	met 5/94
• By 8/94 the projects will be selected	on target
• By 9/94 the demonstration sites will have begun	on target

Status as of July, 1994

Summary of Progress in Year One:

During the Winter and Spring of 1994, approximately 60 individuals representing a broad base of organizations serving families and young children met to discuss this initiative. Twelve of these individuals were approved to serve on an official Task Force to oversee the project's implementation.

A budget and revised schedule of Legislative mandates were submitted to the Legislature on December 31, 1993 of $1m in FY'95, $1m in FY'96, and $5m in FY'97 to fund nine initial sites to be called The Massachusetts Family Network. A request for proposal for these nine sites was disseminated in late May for selection over the summer.

Future Directions:

The nine demonstrations sites are scheduled to begin on September 1, 1994. The Task Force will develop a mechanism for evaluating the sites during the FY'95 and FY''96. The $5 million FY'97 budget submitted to the Legislature would allow the nine initial sites to be expanded to forty additional sites.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

13

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 13	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish a comprehensive health education and human services grant program Section(s): 29	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	*This grant program was established in spring of 1993 with funds raised from the cigarette tax. Review of 280 district grant applications will be completed by Learning Support Services staff and be processed by the Financial Management staff. District liaisons with support from LSS will complete site visits and the Comprehensive Health Education Center will coordinate training events. Outside evaluators will examine the effectiveness of Year 1 of the program.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 1st round of regional trainings will be held	met 10/93
• By 11/93 Comprehensive Health Grants will be dispersed to all 280 district	met 12/93
• By 12/93 the CHEHS Advisory Council will meet and review progress	delayed until 9/94
• By 3/94 Advisory Council will approve standards	delayed
• By 4/94 75% of all sites will be visited by DOE staff	met 4/94
• By 5/94 site visits will be completed	met
• By 6/94 the Final Evaluation Report will be completed	met 6/94

Status as of July, 1994

Summary of Progress in Year One:

Department staff processed 282 applications for the $27 million budgeted from the Health Protection Fund (cigarette tax) disbursing funds to over 96% of eligible districts. In addition, monthly trainings have been held between November and May reaching over 1000 school personnel on topics including: tobacco-free schools policies, violence prevention for administrators, state-of-the-art substance abuse programs, and the use of Youth Risk Survey results. Selection of the Advisory Council was delayed to coordinate with the selection of the other advisory councils to the Board (see activity III-31).

Liaisons from the Department's Learning Support Services cluster have visited 75% of the districts and conducted formal on-site visits at 25% of programs. The direct impact of the grants and statewide trainings has been to increase the scope of comprehensive health education in the Commonwealth ten fold and to substantially increase the cross-agency collaboration between the Departments of Education and Public Health. The final report of the external evaluator is expected to be completed by July.

Future Directions:

Work is already underway at both the local and state level to adjust program funding levels based upon the FY'95 state budget. Department staff will continue to work with the Comprehensive Health Advisory Council and external evaluators to determine ways to improve the program.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

14

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 14	Lead Team	General Approach Described in Year 1 Implementation Plan
Prepare a plan of comprehensive child and family services Section(s): 327 of Ch110	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	***This plan will address both the needs of the Commonwealth's children and families to receive health, mental health and social services, and it will explore mechanisms to fund these services. The plan will be coordinated with the plan for school school-based human services being developed by Executive Office Health and Human Services, its agencies (DPH, DMH, DYS, DSS, DMR), the Division of Medical Assistance, and the Office for Children.***

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 an advisory panel of key stakeholders will be convened	existing panel uses
• By 11/93 a contract will be awarded to a consultant	met 12/93
• By 1/94 needs assessment will be completed	delayed
• By 3/94 draft plan will be completed	met
• By 4/94 the Plan will be presented to the Legislature	met 4/94

Status as of July, 1994

Summary of Progress in Year One:

In order to better coordinate efforts, the Department decided to work with an existing committee from key public human service agencies. A Request for Proposals was developed to contract with researchers to conduct a survey of existing conditions. The contract was awarded in December, but the survey was postponed due to the large number of other surveys already underway.

Future Directions:

The preliminary report submitted to the Legislature in April committing the Department to five activities: 1) a review of national research and model programs; 2) an assessment of current state services and initiatives; 3) the identification of model programs and initiatives; 4) an assessment of potential costs and funding mechanisms; and 5) the development of a strategy for securing funding. This work will continue throughout FY'95.

Strategic Goal (1) **Establish new standards and programs for students that ensure high achievement.**

Activity Number

15

Education Reform Implementation Plan

End-of-Year Summary

Activity # 1 - 15	Lead Team	General Approach Described in Year 1 Implementation Plan
Staff **the Governor's Commission on Bilingual Education** Section(s):	Executive Office of Education (617) 727-1313 *Administrator(s):* **Jose Alfonso**	***Bilingual Education Commission is charged with the responsibility of examining the effectiveness and implementation of bilingual education programs in the Commonwealth. The ten member Commission will be chaired by Secretary of Education Piedad F. Robertson. The Commission will issue a final report of its findings by June 1994.***

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the Governor will have appointed the Commission	met
• By 4/94 the Commission will conclude its meetings and issue a preliminary report of its findings	delayed
• By 6/94 the Commission will issue a final report with recommendations, if any, for changes to Chapter 71A	delayed until 12/94

Status as of July, 1994

Summary of Progress in Year One:

The Commission was appointed in November and has met eight times. During the meetings, the Commission heard from state and local staff involved with bilingual education as well as other experts in the field. Existing research, both state and national, and problems with the existing system were discussed. In addition, four sub-committees were established to focus on 1) funding; 2) teacher certification and recertification; 3) curriculum effectiveness and student accountability; and 4) the total school environment.

Future Directions:

The Commission's final report, scheduled for completion by the revised statutory deadline of December 1, will include analysis of such issues as funding patterns, achievement scores of students with limited English proficiency (LEP), LEP drop-out rates, options for bilingual education,and the participation of LEP parents in school councils.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

16

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 16	Lead Team	General Approach Described in Year 1 Implementation Plan
Conduct a comprehensive study of special education Section(s): 73	Program Quality Assurance Services (617) 388-3300 x497 *Administrator(s):* Pamela Kaufmann	*In order to conduct this study, the Department will contract with an outside agent who will review existing data and studies, collect new data where appropriate, and make recommendations about legislation, regulations or policies that should be adopted. The study will be closely coordinated with similar activities currently underway by the Executive Office of Health and Human Services.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 internal DOE and external groups will be convened	met through individual meetings
• By 1/94 a contract will be awarded for the study	met 4/94
• By 5/94 preliminary findings will be reported	delayed until 10/31/94
• By 7/94 preliminary recommendations will be made	delayed until 3/31/95
• By 9/94 the report will be finalized and presented to the Board & Legislature	delayed until 5/31/95

Status as of July, 1994

Summary of Progress in Year One:

In December, a Request for Proposal to conduct the study was developed and disseminated. The deadline for responses was extended to enable adequate responses. In April the contract was awarded to the Center for Special Education Finance, a division of the American Institute for Research, located in Palo Alto, California. Over the Spring the contractor met with Department staff to agree on a revised schedule (see status of benchmarks above).

Future Directions:

Future work in this area will depend entirely on the recommendations of the study and the subsequent actions by the Legislature, Governor, and Board of Education.

Strategic Goal I : Establish new standards and programs for students that ensure high achievement.

Activity Number

17

Education Reform Implementation Plan

End-of-Year Summary

Activity # I - 17	Lead Team	General Approach Described in Year 1 Implementation Plan
Administer a program to allow high school students to enroll in public higher ed Section(s): 23	Executive Office of Education (617) 727-1313 *Administrator(s):* Winniphred Stone	*This program offers high school students the option of taking courses at public higher education sites to augment their schools' course offerings.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 a survey of dual enrollment will be sent to public higher education institutions	met
• By 12/93 draft policy recommendations with a budget will be completed	met
• By 6/94 the Secretary will publicize the program with eligibility criteria	delayed
• By 9/94 students can begin utilizing the program	on target

Status as of July, 1994

Summary of Progress in Year One:

Over the Winter, the Secretary of Education developed and presented to the Committee on Education Policy a set of policy recommendations. The agreed upon policy allows high school students who earn a 3.0 grade point average or who are recommended for participation by high school educators, and who comply with the respective higher education institutions admissions criteria, to enroll in courses at the state s expense. $500,000 was appropriated in the FY'95 budget to reimburse participating higher education institutions on a first-come, first serve basis. Eligible students must receive parental approval prior to acceptance in the program

Future Directions:

Beginning in September of 1994, public school Juniors and Seniors in good academic standards will be eligible to participate in either academic or occupational college-level work. Participating students will earn credits both for high school graduation and higher education matriculation.

Strategic Goal II : Administer a fair and equitable system of school finance.

Activity Number

18

Education Reform Implementation Plan

End-of-Year Summary

Activity # II - 18	Lead Team	General Approach Described in Year 1 Implementation Plan
Administer foundation budget program Section(s): 32, 68	Information & Outreach Services (617) 388-3300 x521 *Administrator(s):* Tom Collins	*The new school finance system requires districts to calculate their costs and resources in a uniform manner. This standardization of complex funding calculations has required substantial technical assistance by DOE staff. The Department will facilitate this process in future years by 1) developing detailed guidelines and regulations; 2) distributing a user-friendly resource book on school finance; and 3) increasing the internal capacity of DOE staff to provide technical support. In addition, DOE will staff the Governor's Foundation Review Commission and will report the foundation gap to the Legislature.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 1/94 regulations will be presented to the Board	met 3/94
• By 3/94 regulations will be promulgated and distributed	met 7/94
• By 3/94 the foundation gap will be reported to the Legislature	delayed
• By 4/94 school finance resource book will be distributed	delayed
• By 6/94 the Governor will appoint a 15 member Commission	delayed

Status as of July, 1994

Summary of Progress in Year One:

The transition into a single statewide system of the school finance based on a single, dynamic set of formulas has required a massive commitment of Department staff resources. From the first statewide Education Reform summer conferences immediately after the Act was passed, concerns and confusions over the specific application of the foundation formulas to a particular district have frequently dominated attention. At conferences, local public forums, and at scheduled meetings at the Department throughout the first six months of the Act, Department staff held individualized sessions with the majority of school districts. Although the questions were often similar, the needs of each district required specific attention. The confusion was extended through the Fall by problems associated with regional districts and by the DOE and DOR waivers (see activity II-19).

By December, although only a handful of districts still had problems with FY'94 calculations, questions were increasing about FY'95 projections. Even though some issues of interpretation remained unresolved, the Department fulfilled the Commissioner's commitment to distribute the FY'95 preliminary estimates by the end of January. With some minor alterations, these estimates were reinforced by separate House and Senate resolutions and by Department of Revenue in cherry sheets distributed on May 17. The final distribution of aid to schools was finalized through the budget process and made official in a July 20 mailing by the Department of Revenue.

Future Directions:

After four six-hour-long foundation summits and several mini-conferences on regional funding, all the main issues and options have been identified. The main work of the first half of Year 2 will be to settle the interpretation questions once and for all so that seven year projections can be distributed for each district. These projections are critical to providing districts with the type of predictable budgetary security that is essential to effective planning.

Strategic Goal II : Administer a fair and equitable system of school finance.

Activity Number

19

Education Reform Implementation Plan

End-of-Year Summary

Activity # II - 19	Lead Team	General Approach Described in Year 1 Implementation Plan
Develop regulations and administer local school spending waivers Section(s): 128 of Ch151	Commissioner's Office (617) 388-3300 x110 *Administrator(s):* Rhoda Schneider	*The waivers enacted as an outside section of the final deficiency budget for FY'93 give the Commissioner the authority to grant limited waivers of local spending requirements for communities already spending above their foundation budget. The three criteria which the statute directs the Commissioner to consider in deciding these waivers, raise important issues that the Board has not yet formally addressed: What is a "full array of educational programs and services"? What constitutes "sufficiently high levels of student performance"? The expedited process required to determine these waivers does not preempt future Board decisions.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 the Board of Ed. adopted emergency regulations which were distributed to all 103 eligible communities	met 9/93
• By 11/93 the regulations will take effect, all waiver applications will be received and evaluated, and communities will be informed of decisions	met 11/93

Status as of July, 1994

Summary of Progress in Year One:

Of the 103 communities originally eligible to apply for a waiver (over foundation), eighteen completed applications (representing twenty-four districts including regionals). Of these, full or partial waivers were granted for twelve districts for a total of more than $1.4 million.

Future Directions:

Since these waivers are a one-time program, no future work is expected on this activity.

Strategic Goal II : Administer a fair and equitable system of school finance.

Activity Number

20

Education Reform Implementation Plan

End-of-Year Summary

Activity # II - 20	Lead Team	General Approach Described in Year 1 Implementation Plan
Administer school choice participation and reimbursement program Section(s): 61, 105	Information & Outreach Services (617) 388-3300 x521 *Administrator(s):* Tom Collins	*The Department will manage the school choice program by establishing each year 1) the capacity of each school district for additional pupils; 2) whether or not each district has opted not to accept out of district students; 3) how much school choice tuition each district owes and is owed; and 4) how much sending districts are to be reimbursed by the state. In addition, the Department is responsible for establishing a system of inter-district transportation and will work with EOE to establish parent information centers.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 the 1st school choice enrollment reports will be received	met 10/93
• By 4/94 school choice transportation regulations will be presented to the Board	met 7/94
• By 6/94 a report will be completed detailing which districts have voted not to receive out-of-district students	met 6/94

Status as of July, 1994

Summary of Progress in Year One:

The Education Reform Act did not start school choice, but, by improving the funding mechanism and created a presumption of participation for school districts that did not specifically opt out, it did cause some expansion. During the 1993-94 school year, seventy-one districts admitted 4250 students (4150 FTE), an increase of over five-hundred students from the previous year.

The Department of Education administered the reimbursement program without any major hitches. Sending districts were understandably concerned by loss of revenues and some districts were impacted by unfortunate circumstances but, by a large, the program ran smoothly. According to an analysis undertaken by the Executive Office of Education, 99% of parents whose students attended a school out of were pleased with their participation in school choice.

Future Directions:

In the second year of Education Reform, 86 school districts will participate in school choice as receiving districts. Regulations governing a reimbursement program for low-income parents participating in school choice were approved by the Board in July and will allow the Department to begin disbursing funds to eligible parents in the Fall.

Strategic Goal II : Administer a fair and equitable system of school finance.

Activity Number

21

Education Reform Implementation Plan
End-of-Year Summary

Activity # II - 21	Lead Team	General Approach Described in Year 1 Implementation Plan
Convene working committee to devise and recommend improved adult basic education funding mechanisms Section(s): 75	Adult & Community Learning Services (617) 388-3300 x429 *Administrator(s):* **Bob Bickerton**	*Dr. Jerome Grossman will convene the "Working Committee" as an extension of the "Adult Education Committee" which he co-chairs with Secretary of Education Piedad Robertson. The central task of this committee will be to evaluate the "gap" between supply and demand for ABE services and recommend legislative remedies.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 an initial report will be released	met 10/93
• By 2/94 the final report with legislation presented to the Board	delayed until 10/94

Status as of July, 1994

Summary of Progress in Year One:

As with several other initiatives, progress on this activity has been substantially delayed due to the absence of statutory required legislative representatives. Department staff have worked with other members of the ABE Working Committee to develop an analysis of the supply and demand for ABE services filed with the Legislature in October, 1993 and an ABE mission statement which the Board of Education adopted in November, 1993.

In June, 1994 the full Adult Education Committee adopted a workplan to guide the development of a coordinated ABE service delivery system and funding mechanism.

Future Directions:

Recommendations are scheduled to be completed by October 15, 1994. Legislative participation in the Working Committee's deliberations is critical to the initiatives success. The fact that only 2% of all ABE services are currently being provided belies the magnitude of the issue. If a comprehensive solution to this problem is to be found, it will require the full support of all key stakeholders.

Strategic Goal II : Administer a fair and equitable system of school finance.

Activity Number

22

Education Reform Implementation Plan

End-of-Year Summary

Activity # II - 22	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish policy to ensure districts distribute funding equitably among schools Section(s): 29	Administration & Program Support (617) 388-3300 x600 *Administrator(s):* Mildred Allen Nick Fischer	*The Board of Education has long supported equitable distribution of school funding both inter and intra district. The Department will convene an internal working committee to determine the level of intra-distict funding review that the Department should review. Based on these recommendations, district biannual reporting requirements will be changed to gather any new information not previously collected necessary to this review.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 2/94 a proposal will be presented to the Board of Ed.	
• By 3/94 decisions will be made as to what new information needs to be collected from districts	this activity
• By 6/94 updated Schedule 19 district reporting forms will be distributed	has been
• By 10/94 district data will be collected and analyzed	put on hold

Status as of July, 1994

Summary of Progress in Year One:

Work on this activity has been put on hold pending full implementation of the foundation budget.

Strategic Goal III :	Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

23

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 23	Lead Team	General Approach Described in Year 1 Implementation Plan
Gather detailed information from school districts Section(s): 29-1L	Information & Outreach Services (617) 388-3300 x521 *Administrator(s):* Tom Collins	*The Education Reform Act directs the Department to collect a substantial amount of new data from every school district to be used for school/district profiles, school/district evaluations, and parent information centers. The Act also gives the Department the ability to set parameters to standardize the format of districts' student and staff record keeping to facilitate data collection. Over the next five years the current data collection system will be replaced by a fully networked digital system that will allow the Department to collect all data required by the Act while minimizing the burden on district administrators.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 DOE taskforce will be convened to design new instrument	ongoing
• By 12/93 a 5 year plan will have been developed to phase out current Prime system and implement a complete on-line system	delayed
• By 3/94 new data collection instrument will be distributed to districts	ongoing
• By 6/94 school/district profiles will be generated	delayed

Status as of July, 1994

Summary of Progress in Year One:

The Department's information technology needs to keep pace with the increases in the quantity and importance of school data. Although the Department did not add significantly to the two major requests for information in October and July, the importance of the data mushroomed as district funding became directly connected to these two reports.

Future Directions:

Because much of the state's data needs during Year 1 evolved in response to specific initiatives (i.e. Time and Learning, school facilities, student expulsions, use of funds, ESL teachers, and school councils) it was impossible to properly coordinate the requests for information. The resulting rise in paperwork from the state to schools has been the cause of concern for all involved. Once the need for data stabilizes, a more coordinated system will be put in place similar to the new unified grant process.

Over the next year major progress will be made to link all school superintendents and principals into one data network with the Department so that schools can send and receive disaggregated information to and from a centralized relational database at the Department. This process will substantially increase both the efficiency in which schools and districts report data and the utility of the information that has been reported. A pilot of this approach will be undertaken in the Fall, when the Department collects individualized data on transitional bilingual students.

Strategic Goal III Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

24

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 24	Lead Team	General Approach Described in Year 1 Implementation Plan
Adopt a new system for evaluating schools and districts annually Section(s): 29	Evaluation, Planning & Research (617) 388-3300 x334 *Administrator(s):* Jeff Nellhaus	*The Department will establish a School Standards Taskforce (SST) consisting of DOE staff, members of professional associations, and other interested parties. The SST will study similar systems in other states in developing an evaluation system, indicators and standards. The evaluations will be based on information included in the school/district profiles. The standards will be specific enough to be clear, generic enough to incorporate all schools including charter schools, and will encompass a range of results - from high performing to under performing.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the School Standards Taskforce will be convened	met 1/94
• By 7/94 SST will recommend standards to the Board of Education.	delayed until Fall of 1994

Status as of July, 1994

Summary of Progress in Year One:

Nominations to the School Standards Task Force were made during December and November and the Commissioner appointed the Task Force in January. The twenty-eight member Task Force has met five times and plans on making initial recommendations to the Commissioner in July. A final report will be made to the Board in the Fall. Preliminary work by the Task Force has focused on two distinct levels of outcomes: 1) statewide indicators such as student achievement and attendance/drop out rates and 2) local indicators derived from each school council's school improvement plan.

Future Directions:

The main thrust of these standards will be to define what indicators will be used to evaluate schools. Since the most important educational outcomes will most likely be related to student performance as measured by the new student assessments under development over the next few years (see activity I-4), interim standards may need to be established. Additional work may also be necessary to integrate Goals 2000 opportunity to learn standards which measure educational inputs as well as outputs.

Once these standards are established, the Commonwealth will have a powerful new tool for objectively evaluating the schools successes and failures. Every school will be judged by the public through school choice and by the state (activity III-27). Charter schools and innovative models such as those supported by the Department's school restructuring teams (Accelerated Schools, Coalition of Essential, Project Zero, etc.) will be able to demonstrate objectively their relative value.

Strategic Goal III : Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

25

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 25	Lead Team	General Approach Described in Year 1 Implementation Plan
Publish profiles of all public schools and districts and publicize successful models Section(s): 29	Evaluation, Planning & Research and Executive Office of Ed. (617) 388-3300 x334 *Administrator(s):* Jeff Nellhaus	*The Department and Executive Office of Education will work together to define the structure and content of school/district profiles such that the profiles will maximize their utility for citizens in making meaningful comparisons among programs. Because profiles will provide vital and sensitive information about schools to the public, it is extremely important that the information included be accurate, valid, reliable, and clear. A guide to profiles will accompany their distribution to explain how the information should and should not be used.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 a joint DOE/EOE working group will be convened to establish parameters for profiles and determine what additional data will be needed	met 11/93
• By 4/94 school profile data will be collected, analyzed and reviewed	ongoing
• By 6/94 profiles will be completed and distributed	in process by EOE

Status as of July, 1994

Summary of Progress in Year One:

The Executive Office of Education Parent Information Center has sent out over 35,000 school district profiles to over 7,000 people. Profiles are currently available in both English and Spanish and have been distributed as regional books to every library in the state and at a minimal cost through the State House Bookstore.

While the EOE has assumed primary responsibility for publishing the profiles, the Department has continued to increase its capacity to produce school and district summary reports. These two-page summaries compile most of the Department's key statistics for each school and district and form a base of information for the EOE generated profiles. In the last twelve months the Department has responded to requests by mailing over 14,000 summary reports.

Future Directions:

Individual school profiles are expected to be ready for distribution in the Fall. Over the next year profiles should be able to be transmitted electronically (see activity V-54) and benefit from an expanded pool of data as the administrative network is put into place. Eventually, both school and district profiles should use the same indicators identified the Board for school and district evaluations (see activity III-24).

In theory, these profiles will play an increasingly powerful role in creating informed consumers of education who will, in turn, use school choice to focus resources on more successful schools.

Strategic Goal III Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

26

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 26	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish parent information systems for school choice Section(s): 61	Evaluation, Planning & Research and Executive Office of Ed. (617) 388-3300 x226 *Administrator(s):* Nick Fischer	*The Department and Executive Office of Education will work together to survey existing systems of parent information and to establish a new statewide system. This new system will make use of school profiles (activity # 25) and will ensure that all parents have access to adequate information to make informed choices about which schools will be best for their children.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 a joint DOE/EOE working group will be convened	ongoing

Status as of July, 1994

Summary of Progress in Year One:

In addition to the distribution of district profiles (Activity III-25), the Executive Office of Education has surveyed parents and students who participate in choice to determine 1) what their prime motivators are; 2) their satisfaction with the program; and 3) whether the students' academic performance has improved.

Future Directions:

Closer collaboration between the Department of Education and Executive Office of Education would lead to better integration of this work. At present, the DOE provides EOE with information, but plays a limited role in determining how the information is used.

Strategic Goal III : Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

27

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 27	Lead Team	General Approach Described in Year 1 Implementation Plan
Develop process and regulations to identify, assist, and intervene in underperforming schools, districts, and municipalities Section(s): 29	Deputy Commissioner and Legal Counsel (617) 388-3300 x323 *Administrator(s):* David Driscoll Rhoda Schneider	*Schools, districts, and communities will all be held accountable for specific, measurable results. A fact finding team will be assigned to those schools or districts identified by activity # 23 as underperforming. Schools so identified will be provided assistance in implementing a remedial plan. The fact finding team assigned to an underperforming district will determine whether the problems are chronic and will recommend to the Commissioner whether or not to appoint a receiver. Communities that fail to meet their funding requirements will be compelled by DOE in conjunction with DOR and the AG's office to increase their funding.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 a process will be in place to work with the Department of Revenue to deal with communities that fail to meet their funding requirements	ongoing
• By 6/94 research will be complete on state interventions	delayed
• By 7/94 a proposal on school evaluations (activity # 23) will be presented to the Board of Education to include information on this activity	delayed until 9/94
• By 12/94 regulations will be presented to the Board on underperforming schools and districts	on target

Status as of July, 1994

Summary of Progress in Year One:

The main work of this activity cannot begin until at least interim indicators are agreed to (activity III-24). The state must define performance before it can define underperformance. Since the standards for school finance are clearer, work has begun to coordinate with the Department of Revenue to prepare to respond to districts that fail to meet their funding requirements and are financially Underperforming. Once the end-of-the-year report is received from districts and processed, action will be taken if necessary.

Future Directions:

A tension will continue to grow between the public's desire for the state to intercede in underperforming schools and the years it will take to develop a comprehensive tool with which to evaluate school performance. Although some interim indicators (see activity III-24) and opportunity-to-learn standards can be used, substantial questions will surely be raised the first time that the state exercises this authority in an adversarial manner. Department efforts to network with school restructuring efforts will be critical to the state's ability to provide meaningful support to school districts in need of assistance.

Strategic Goal III : Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

28

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 28	Lead Team	General Approach Described in Year 1 Implementation Plan
Oversee the establishment and operation of charter schools Section(s): 55	Executive Office of Education (617) 727-1313 *Administrator(s):* Virginia Greiman	*The Education Reform Act authorizes the Executive Office of Education to grant charters for up to 25 innovative, schools to be opened September 1995. Such charter schools could be established by teachers, students and/or business partnerships with colleges, universities, or cultural institutions. Charter schools will be public entities, governed by independent boards of trustees and will receive their funding through the foundation funding formula from the districts in which their students reside.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 a conference will be held for potential charter applicants	met 10/93
• By 1/94 the process will be established for charter submissions and review	met 1/94
• By 2/94 all charter applications will be received and cataloged	met 2/94
• By 3/94 up to 25 approved charters will be announced	met 3/94

Status as of July, 1994

Summary of Progress in Year One:

The Executive Office Education hosted a conference on October 23, 1993 attended by over 160 public officials, business leaders, educators, parents and others potential charter school applicants . Participants discussed issues and problems associated with establishing charter schools and were directed to submit vision statements as a first step in their applications.

A nine-member Advisory Council was established to help the Secretary establish a review process and to assist in the actual review of applications. On December 30, the Secretary issued regulations (601 CMR 1.00) to establish a procedural framework for the charter schools. On March 18, the Secretary approved fifteen proposed school applications and gave preliminary approval to five additional groups, allowing all twenty to advance to the final stage of the application process.

Each applicant has been assigned a liaison staff person to make the Executive Office more accessible and personal and the Secretary's General Counsel has been actively advising applicants on legal matters concerning incorporation and public school laws.

Future Directions:

Over the summer a series of roundtable discussions have been scheduled to assist the fifteen approved charter schools in tackling their most pressing issues. Successful applicants are expected to earn their charters in the Fall of 1994 and the first round of charter schools are scheduled to open in September 1995.

Also during the summer, the Executive Office will issue a Request for Proposal for a six-year research project to evaluate the effectiveness of the charter schools both individually and in aggregate. This researcher will work in conjunction with Department of Education, which is charged by statute to evaluate all schools, charter schools included.

Strategic Goal III: Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

29

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 29	Lead Team	General Approach Described in Year 1 Implementation Plan
Promote the implementation of school councils and other forms of school-based management Section(s): 28, 29, 53	Center for Innovation (617) 388-3300 x211 *Administrator(s):* Sue Freedman	*The Department's mandate to promote school-based management is broad and undefined. While the responsibility to decentralize authority to schools lies primarily at the district level, the Department will serve as a resource. DOE staff will provide technical assistance on school councils through workshops, distribution of written materials, support of model pilot programs, technical assistance to response to questions, and ongoing public education through the media and other channels.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 Q&A guidelines on school councils will be distributed to every school and district	met 10/93
• By 2/94 a guidebook on school-based needs assessment will be developed	met 2/94
• By 3/94 system of technical assistance will be in place	ongoing
• By 4/94 pilot sites will be identified and launched	met 2/94
• By 5/94 a video on the role of school councils will be completed	met 7/94
• By 6/94 a catalog of training and consultant resources will be completed and distributed	delayed

Status as of July, 1994

Summary of Progress in Year One:

At the beginning of the school year, the Department distributed a Q&A resource book on school councils to every school committee, superintendent, and principal. Department staff responded to thousands of requests for information and worked with schools to ensure that every school fulfilled its statutory responsibility to establish a school council within the first forty days. Over the year, Department staff distributed a series of additional resources, made presentations to statewide and local education associations, provided ongoing technical assistance, and coordinated a series of trainings by private sector executives that directly reached 40% of the school councils.

In March, the Commissioner selected thirteen school districts that model school-based management to participate in a core network that will assist Department staff in designing ongoing support to schools. Department staff have also been working with the Massachusetts Association of School Committees on a pilot program for 130 school committee members to advance school-based management.

Future Directions:

The Department plans on working with MASC, the principals' associations, and the newly formed Network for Advancing School-Based Management to continue its proactive support of school councils. Department staff are in the process of finalizing an informational video on school councils that is scheduled to be distributed to schools by September. An updated Questions and Answers book and catalog of training resources will be developed for Fall distribution.

In addition, as the School Standards Task Force develops its standards for evaluating schools (activity III-24), efforts will be made to create school-specific indicators based on the school's improvement plan.

Strategic Goal III Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

30

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 30	Lead Team	General Approach Described in Year 1 Implementation Plan
Improve the management and efficiency of school districts and encourage the adoption of new regional districts and collaboratives Section(s): 28A, 29	Governance, Environment & Structural Support Services (617) 388-3300 x638 *Administrator(s):* Diane Price	*The Department will begin by analyzing all existing reports and data on regionalization. Meetings will be held quarterly with Mass. Organization for Educational Collaborative (MOEC) and monthly with Mass. Assn. of Regional Vocational Administrators (MARVA) and Mass. Assn. of School Business Officials (MASBO) as the recommendations are developed. Emphasis will be placed on short term benefits that can be derived from collaborative purchasing arrangements and longer term benefits that may be derived from merged districts and shared programs.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 2/94 draft recommendations will be made to the Board	delayed
• By 6/94 final policy recommendations will be presented to the Board	delayed

Status as of July, 1994

Summary of Progress in Year One:

While, in theory, school district regionalization should create substantial savings through increased efficiency, districts have traditionally required additional financial incentives from the state to assist in the transition costs. During the year, two bills were enacted extending the deadline for state financial incentives for regionalization to 4/94. Department of Education staff worked in conjunction with staff from the Department of Revenue to assist school districts in taking advantage of these incentives. A new regional K-8 districts was created in Up Island and seven partial regional districts were expanded into full K-12 regional district in Bridgewater-Raynham, Hampden-Wilbraham, Nashoba, Triton, Wachusett, Amherst-Pelham, and Nauset.

Future Directions:

Department staff will continue to meet regularly with the Massachusetts Association of Regional Schools and the Massachusetts Organization of Education Collaboratives to discuss regionalization, collaboratives and other strategies to encourage inter-municipal cooperation. One area that may be investigated is the efficacy of establishing standards to further encourage regionalization.

Strategic Goal III : Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

31

Education Reform Implementation Plan
End-of-Year Summary

Activity # III - 31	Lead Team	General Approach Described in Year 1 Implementation Plan
Update and reorganize advisory councils Section(s): 3	Center for Innovation and Legislative Office (617) 388-3300 x211 *Administrator(s):* Sue Freedman Lynn Beal	*The Department will take a complete inventory of all advisory councils, committees, task forces, commissions, and working groups currently in existence and created by the implementation of Education Reform. Advisory councils currently in existence that lack mandated responsibility or financial independence may no longer receive DOE staff support.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 inventory of councils will be complete	met 9/93
• By 11/93 options and recommendations will be presented to the Board	delayed
• By 12/93 notice will be sent to superintendents and all other interested parties of opportunities for participation	met 12/93
REVISED BENCHMARKS	
• By 3/94 DOE liasons will be assigned to each council and additional outreach will be made to increase diversity and parent representation	met 3/94
• By 4/94 all members will be selected and councils will be convned	partially met 6/94

Status as of July, 1994

Summary of Progress in Year One:

During the summer of 1993, the Department concluded a census of existing advisory councils and finalized recommendations for streamlining the council structure. In the Fall, letters of invitation to apply for seats on these new councils were sent to existing council members, principals, superintendents, school committees, associations, and all other interested parties. While over 850 people applied to serve on the councils, an insufficient diversity in the pool and lack of parents delayed the final selection of council membership until the Spring. Additional outreach was done through personal recruitment, the media, and a variety of other approaches.

The final recommendations for council membership approved by the Board in July reflected the Commissioner's commitment to create a fresh start for the councils drawing on the diversity of interests and individuals concerned with our schools. In total, over forty-three distinct statewide Commissions, committees, task forces and ad hoc working groups have been convened by the Department of Education during the first year of Education Reform (see External Groups Report), dramatically expanding the number and quality of grassroots participation in state decision-making. Of particular importance has been the involvement of school-based practitioners. As is noted with regard to the curriculum frameworks committees (activity #I-2), the experience gained from participating in these policy committees at the school, district and state level exemplifies the type of professional development that Education Reform requires.

Future Directions:

An orientation for Council members is planned for the Fall. Over the next year, many of the initial ad hoc committees established to begin implementing Education Reform will be phased out and the Board's fifteen Advisory Councils will begin to play important roles in helping to shape statewide education policies.

Strategic Goal III : Work with school districts to create a governance structure that encourages innovation and accountability.

Activity Number

32

Education Reform Implementation Plan

End-of-Year Summary

Activity # III - 32	Lead Team	General Approach Described in Year 1 Implementation Plan
Promulgate regulations to designate municipal CEO involvement in regional school district collective bargaining Section(s): 62	Legal Counsel (617) 388-3300 x110 *Administrator(s):* Rhoda Schneider	*Emergency regulations were adopted on September 28 and disseminated to all regional school superintendents and member municipalities. Technical assistance is being provided to interpret the regulations to the specific situations of each regional district.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 emergency regulations were adopted and disseminated	met 9/93
• By 11/93 the Board will promulgate permanent regulations	met 11/93

Status as of July, 1994

Summary of Progress in Year One:

At the November meeting of the Board of Education, the emergency regulations promulgated by the Board in September were finalized and sent to the Secretary of State's office. The regulations specify alternative procedures when special circumstances occur at the local level.

Future Directions:

While only minimal future work will be necessary on this specific activity, the Department may expand its efforts to involve municipal government and other community leaders in their schools.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

33

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 33	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish new standards, regulations and processes to certify and re-certify school personnel Section(s): 29, 41, 90	Professional Standards Development Services (617) 388-3300 x227 *Administrator(s):* Julie Altshuler	*Changes to the certification law included in the Education Reform Act run counter to the Board's stated position as reflected in Strategic Goal IV. The Department has convened three meetings of representatives of teacher training institutions and other stakeholders and has agreed on a direction to proceed. This direction will be translated into legislation and new regulations will be developed for certification of principals and school nurses.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 legislation will be prepared to amend new certification law	met 12/93
• By 5/94 certification regulations, including those governing re-ecertification, will be presented to the Board of Education	partially met 5/94

Status as of July, 1994

Summary of Progress in Year One:

The initial changes to the certification statute included in the Education Reform Act contained major flaws that made implementation impossible. In December, after months of work, consensus was reached with all major stockholders on new certification legislation which was signed into law on January 14. The new law maintained most of the substantive changes included in the Education Reform Act, but left intact the existing two-stage certification process that teacher training institutions had been working towards. The new law retained the requirement that all certified educational personnel become recertified every five years by successfully competing an individual professional development plan.

In May, the Commissioner presented to the Board of Education a set of transition certification regulations and the outline, a position paper on professional standards, and a specific proposal for recertification. The Board adopted the regulations and recertification proposal, but indicated their desire for a more substantial departure from past practices. After the Board vote, an informational brochure on recertification was developed and which will be distributed to 120,000 certified personnel.

Future Directions:

Substantial work will need to be done to transform the transition certification regulations approved by the Board in May into a system based on performance rather than course work. Department staff have begun to investigate how Massachusetts can become better linked with national performance-based efforts such as that being jointly developed by the National Board for Professional Teaching Standards and the Council of Chief State School Officers.

Strategic Goal IV: Enhance the quality and accountability of all educational personnel.

Activity Number

34

Education Reform Implementation Plan
End-of-Year Summary

Activity # IV - 34	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish guidelines and a statewide plan for professional development Section(s): 41, 42, 78	Instructional & Curriculum Services (617) 388-3300 x234 *Administrator(s):* Carol Gilbert	*Professional development, like adequate finance, is a necessary condition for Education Reform to succeed. All educators from the Commissioner to the classroom teacher need to stay current in their field and prepare for their new roles and responsibilities. The Board of Education will establish a statewide plan to guide educational personnel in developing and fulfilling the goals of professional development plans of their school building and district. Satisfaction of these goals will be a condition of recertification every five years. The state plan will be flexible, comprehensive and will address existing funding problems.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 an initial invitational forum will be convened	met 10/93
• By 11/93 a working group will be convened	met 11/93
• By 12/93 the 1st Annual Plan with funding options will be presented to the Board, then the Leg. and Governor	met 12/93
• By 5/94 a draft of the 2nd Annual Plan will be presented to the Board	met 6/94
• By 6/94 2nd Annual Plan will be filed with the Legislature and the Governor	met 6/94

Status as of July, 1994

Summary of Progress in Year One:

A forum was held on October 28 attended by thirty invited representatives of educational professional associations, public and private higher education institutions, and private professional development service providers. From this meeting, an ad hoc working group met on November 9 & 16. Altogether, fifty educators assisted in the development of material used to guide an in-depth discussion by the Board of Education on November 23. In December the Board approved the 1st Annual Professional Development Plan, which was then sent to districts, the Legislature, and the Governor. The Plan establishes guiding principles, defines what constitutes high quality professional development, and identifies priority objectives.

During the Winter and Spring, Department staff held seven regional forums on professional development and its connection to recertification and made presentations at twenty professional conferences. The 2nd Annual Plan was presented to the Board in June and submitted to the Legislature on June 30.

Future Directions:

While many questions remain regarding how best to provide high quality professional development to the 300,000 current certificate holders, substantial progress has been made over the first year of Education Reform. Over 7,000 educators were directly involved in the creation of the first two statewide professional development plans and a common language and shared understanding has begun to develop. Massachusetts educators are aware of the new recertification requirements and are eager to access high quality professional development.

The central problem remains that the state has not yet identified adequate resources to drive the system. The Board of Education identified increased funds for professional development as its top priority for the FY'95 budget, requesting $10 million. The $10 million was cut in half by the Governor's budget, removed entirely in the House budget, and diluted with other initiatives in the Senate budget. The final budget signed by the Governor makes some funds available as part of a more general Education Reform line item, but does not provide sufficient resources to meet the challenges of Education Reform.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

35

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 35	Lead Team	General Approach Described in Year 1 Implementation Plan
Provide full certification and re-certification services Section(s): 29, 41	Certification & Credentialling Services (617) 388-3300 x600 *Administrator(s):* Mildred Allen	*A comprehensive study will be conducted to assess the disparity between the current backlog of applications and the operational objectives of the Department. Research will be conducted of exemplary models both in other government agencies and the private sector. Once the statewide professional development plan is completed, a coordinated system will be put into place to handle all certification and recertification needs.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 1/94 the certification space at DOE will be redesigned	delayed
• By 8/94 the new computer system, forms and fee schedules will be complete	delayed
• By 9/94 the new system will be in place and operationable	delayed
• By 10/94 the Board of Education will tour the new system	delayed

Status as of July, 1994

Summary of Progress in Year One:

The move from Quincy to Malden and simultaneous increase in applications caused by changes in the certification law led to a glut of applications. While a considerable backlog continues to exist, Department staff are now processing close to twice as many applications each month as were processed prior to the enactment of the Education Reform Act.

Future Directions:

Over the next year, imaging technology and a relational database will be utilized to increase the efficiency of the certification process. These technologies are expected to dramatically improve the Department's efficiency in processing applications and will prepare the Department for the increased demands that will be caused as recertification and performance-based certification standards become phased in.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

36

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 36	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish criteria for performance standards for educational personnel Section(s): 29	Professional Standards Development Services (617) 388-3300 x226 *Administrator(s):* Nick Fischer Nancy Kavanuagh	*Just as the Common Core of Learning (activity # 1) seeks to establish a statewide consensus of what constitutes a successful student, standards of performance will be established for teachers, principals and administrators to determine what constitutes an effective educator. These standards will form the basis for enhanced statewide guidelines of evaluation (activity # 37). School committees are responsible for establishing through collective bargaining more detailed performance standards which will be linked to professional development and can constitute cause for dismissal.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 a working group of key stakeholders will be convened	met 5/94
• By 3/94 preliminary report will be presented to the Board of Education	delayed
• By 6/94 performance standard guidelines will be presented to the Board	delayed

Status as of July, 1994

Summary of Progress in Year One:

Three separate committees began to work in May on 1) performance standards for teachers, 2) performance standards for administrators, and 3) issues of fairness and equity that may arise when performance standards are used for dismissals. The groups have each met three times and are expected to make preliminary recommendations to the Commissioner by mid-summer, 1994. The groups consist of representatives of the Executive Office of Education, Department of Education, professional teacher and administrator associations, and the business community. The groups have used as a base the work on professional standards under development by the National Professional Standards Board and the Council of Chief State School Officers.

Future Directions:

Substantial questions remain as to the scope of authority that the Board has to impact locally bargained performance standards. While the Board clearly has authority to establish base-line guidelines, it is not clear how detailed and and proscriptive these guidelines can be, nor does the statute make clear what actions can be taken if a district bargains standards that are not consistent with the Board's guidelines. Resolution of these questions will obviously impact the process in which the standards are developed as well as the manner in which they are applied.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

37

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 37	Lead Team	General Approach Described in Year 1 Implementation Plan
Establish principles and enhanced guidelines for district systems of evaluating teachers, principals, and administrators Section(s): 29, 40	Professional Standards Development Services (617) 388-3300 x226 *Administrator(s):* Nick Fischer	*Based on the performance standards developed in activity # 36, the Board will enhance its guidelines for district systems of personnel evaluation. The principles of evaluation adopted by the Board will be supplemented by more specific standards adopted by local school committees. School districts are encouraged to go beyond these guidelines and establish a more rigorous system of professional performance review.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 1/94 a working group of key stakeholders will be convened	met 5/94
• By 4/94 preliminary report will be presented to the Board of Education	delayed
• By 8/94 a set of state guidelines will be presented to the Board	delayed

Status as of July, 1994

Summary of Progress in Year One:

Since the statute creates a blurred distinction between evaluation guidelines and performance standards*, work on this activity has been combined with activity #36.

*[Section 38 of Chapter 71] *The superintendent, by means of comprehensive evaluation, shall cause the performance of all teachers, principals, and administrators within the school district to be evaluated using any principles of evaluation established by the board of education pursuant to section one B of chapter sixty-nine and by such consistent, supplemental performance standards as the school committee may require...*

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

38

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 38	Lead Team	General Approach Described in Year 1 Implementation Plan
Determine and oversee a process for selecting arbitrating contested dismissals or performance standards Section(s): 28, 40, 44	Legal Counsel (617) 388-3300 x110 *Administrator(s):* Sandra Moody	*If, after a reasonable period of time, teachers represented through collective bargaining fail to agree on performance standards with their school committee, either party can request binding arbitration from a pool of arbitrators selected by the Commissioner. Similarly, if a teacher or administrator contests a dismissal, the mater will be resolved by binding arbitration. The Legal Office will maintain a register of individuals or districts seeking arbitration and will match them with arbitrators identified by the American Arbitration Association. Key stakeholders will be involved in helping to develop the system and assess its effectiveness.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 DOE will initiate dialogue with AAA	met 10/93
• By 11/93 outstanding policy issues will be resolved	met 3/94
• By 12/93 arbitration pools will be established and assigned to cases	met 4/94
• By 6/94 the effectiveness of the system will be assessed and changes made if necessary	delayed

Status as of July, 1994

Summary of Progress in Year One:

Discussions were held with American Arbitrators Association, Massachusetts Teachers Association, Massachusetts Federation of Teachers, and attorneys who represent school systems in labor relations throughout the Fall and Winter to resolve both policy and procedural issues. Two pools of arbitrators were created, one specifically for dismissals of teachers with professional teacher status and the second for dismissals or demotion of principals and other administrative personnel.

By the end of March, panels of arbitrators were identified and assigned to the twenty-five petitions for arbitration pending since June 18, 1993. Of these, eighteen were related to dismissals of teachers with professional teacher status, five to teacher suspensions, one to the dismissal of a principal, and one to the demotion of an administrative staff member. As of July 1, 1994, hearings have been held or scheduled for twenty cases, but decisions have not yet been rendered in any of the cases.

Future Directions:

Once performance standards have been established (activity IV-36), arbitrators will have a critical new dimension to their cases. These standards, and a review of the initial decisions rendered, may necessitate revisions to the process or arbitration pool.

Strategic Goal IV: Enhance the quality and accountability of all educational personnel.

Activity Number

39

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 39	Lead Team	General Approach Described in Year 1 Implementation Plan
Administer the "Attracting Excellence to Teaching" program Section(s): 22	Executive Office of Education (617) 727-1313 *Administrator(s):* Lisa Blout Michael Sentance	*The need to attract people of high ability to teaching is critical to the success of public education. This program will provide tuition loan remission to graduates who finish in the upper quarter of their class and who enter the teaching profession in Massachusetts. These grants will make teaching a more attractive, economically competitive profession.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 a working group will be established	delayed
• By 12/93 a budget for the program will be submitted	delayed
• By 4/94 guidelines will be recommend by the Higher Education Coordinating Council	delayed until 9/94
• By 6/94 the Secretary will begin publicizing the new program with eligibility criteria	delayed until 11/94

Status as of July, 1994

Summary of Progress in Year One:

Work on this activity was delayed until the second year of Education Reform implementation so that relevant K-12 and higher education initiatives could be incorporated.

Future Directions:

In September, the Higher Education Coordinating council will provide guidelines for participation in the program. In October, funding will be identified from within the existing financial aid allocation. In November, the Secretary of Education will send information about the program to qualified students.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

40

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 40	Lead Team	General Approach Described in Year 1 Implementation Plan
Appoint an advisory commission on adult resources ratio Section(s): 101	Educational Improvement (617) 388-3300 x461 *Administrator(s):* Marcia Mittnacht	*Before the commission is convened, the Board of Education will decide 1) whether to delay the appointment of the Commission until other aspects of Reform begin to take effect and 2) whether or not additional class size regulations should be part of the charge of this commission.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 the direction & scope of charge will be decided by the Board	met 11/93
• By 12/93 Commission will be appointed by the Board	met 6/94
• By 3/94 the final report of the Commission will presented to the Board	delayed until 11/94

Status as of July, 1994

Summary of Progress in Year One:

In the Fall, the Board of Education decided not to charge the Commission with the promulgation of additional class size regulations at least until the Common Core of Learning and Curriculum Frameworks had been fully developed. The Board indicated that the Commission should limit its initial review to those areas in which regulations already existed, early childhood education, special education, and bilingual education. A letter was sent from the Commissioner to districts and educational organizations soliciting members to serve on the Commission. Membership was presented to the Board in May and approved in June.

Future Directions:

The Commission is scheduled to hold an initial meeting in September and issue a final report in November. This timeline is within the requirements of the law.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

41

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 41	Lead Team	General Approach Described in Year 1 Implementation Plan
File a list of all early retirement vacancies with the legislature Section(s): 83	Information & Outreach Services (617) 388-3300 x521 *Administrator(s):* Tom Collins	*The Department will work with the Teachers' Retirement Board (TRB) to decide what information districts need to maintain and will design, distribute, collect and process information. The data collected will be processed and exchanged with the TRB. In addition, efforts will be explored to gather detailed information on newly hired educational personnel as well.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 DOE will link with TRB, define data elements, and notify school districts of record-keeping requirements	met 10/93
• By 6/94 the data collection instrument will be distributed	met 5/94
• By 12/94 the final report will be filed with the Legislature	on target

Status as of July, 1994

Summary of Progress in Year One:

Throughout the year, Commissioner of Education, Robert V. Antonucci, continued a major commitment of his time as Chairman of the Teachers Retirement Board. In addition,Department staff worked with TRB staff to process information on requests for early retirement. A form was designed and distributed to each district.

Future Directions:

Existing work is expected to continue in this area.

Strategic Goal IV : Enhance the quality and accountability of all educational personnel.

Activity Number

42

Education Reform Implementation Plan

End-of-Year Summary

Activity # IV - 42	Lead Team	General Approach Described in Year 1 Implementation Plan
Review affirmative action compliance by school districts. Section(s): 99	Deputy Commissioner's Office (617) 388-3300 x323 *Administrator(s):* David Driscoll	*Many provisions of the Education Reform Act call for affirmative action for minority groups and women. There are references to gender bias and the need to recognize ethnic diversity. Section 99 specifically outlines the obligation of local school districts to not only comply, but pro-actively encourage equal opportunity for minority groups and women. There is a corresponding responsibility for the Board, Commissioner, and Department to see to it that affirmative action is encouraged.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 1/94 analysis will be complete of all Ch. 71 programs that could involve affirmative action (AA)	met 2/94
• By 2/94 a process will be developed with MCAD for reviewing local AA compliance, reporting non-compliance, and holding public hearings	delayed
• By 3/94 districts will be informed of new AA reporting requirement	delayed
• By 5/94 AA informational workshops will be held for districts	delayed

Status as of July, 1994

Summary of Progress in Year One:

A preliminary analysis of all Ch.71 initiatives with affirmative action implications was completed. An internal Department of Education committee chaired by the Deputy Commissioner which includes the Department's new Methods of Administration representative, the Department s Chief Legal Counsel, and a diverse group of Department staff has been formed to oversee this activity.

Future Directions:

The Department's ad hoc advisory committee will work in cooperation with the Massachusetts Commission Against Discrimination to assist and support school districts in finding and recruiting members of minority groups and women. One long-term objective of the committee will be to find ways to encourage minority students to pursue teaching careers.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

Activity Number

43

Education Reform Implementation Plan

End-of-Year Summary

Activity # V · 43	Lead Team	General Approach Described in Year 1 Implementation Plan
Improve public awareness, understanding, and support of education reform Section(s): all	Public Affairs (617) 388-3300 x116 *Administrator(s):* Alan Safran	*Change inevitably breeds confusion, discomfort and controversy. Proactive, responsive, intelligent, timely, and systematic outreach to the public is crucial to manage the process of change. Since many components of the Education Reform Act represent significant change, a sustained public education campaign is absolutely essential to the Act's success. In addition to responding to daily media inquiries, DOE will initiate meetings with major editorial boards, submit op-ed pieces, make Department reports available, publish "Mass Ed. Today," and PALMS publications, and promote local successes and innovations through local media.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 Safe Schools initiatives media will be managed	met 10/93
• By 11/93 Common Core outreach campaign will be developed	met 11/93
• By 12/93 1st round of editorial board meetings with major dailies will be complete	met 12/93
• By 6/94 school profile public outreach campaign will be complete	met in part
• By 7/94 FY'95 budget priorities will be effectively communicated	met in part

Status as of July, 1994

Summary of Progress in Year One:

The Department of Education responded to the need for increased public awareness, understanding, and support of Education Reform with a sustained, high energy, multi-faceted information campaign. In addition to responding promptly and professionally to nearly 2000 telephone press inquiries, the Department's external relations staff issued 106 different press releases generating an estimated 2000 news articles, scheduled ongoing meetings between the Commissioner and editorial boards and top reporters, and published three 12-page comprehensive newsletters which were each distributed to 9000 opinion leaders statewide.

The external relations office evolved into the communications hub of the Department, coordinating all Department publications and assisting in the implementation of individualized public outreach efforts for several of the high visibility activities associated with Education Reform.

Future Directions:

The decade-long campaign to reform our schools initiated by the Education Reform Act will require ongoing, proactive public relations. In order for Education Reform to succeed, communities must become increasingly involved in their schools. For this to occur, the public must constantly be informed about issues, and public support must be cultivated.

Over the next year targeted outreach efforts will continue on the Common Core of Learning and other key initiatives. New modes of communication such as E-Mail, electronic conferencing, and video broadcasting will be integrated with more traditional media.

Strategic Goal V : Improve the capacity and effectiveness of state agencies in implementing Education Reform.

Activity Number

44

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 44	Lead Team	General Approach Described in Year 1 Implementation Plan
Articulate the need for public support of education and assist in building that support Section(s): 16	Executive Office of Education (617) 727-1313 *Administrator(s):* Ann Toda Ted Frier	*The overall emphasis of this effort will be to illustrate 1) why public schools need to improve and 2) why the quality of public schools is important to different constituencies. Particular attention will be spent on those members of the Commonwealth who do not currently have childred attending public schools.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 a series of meetings, forums, and briefings will be scheduled with various constituencies to address education issues	met
• By 1/94 a newsletter will be disseminated to highlight issues and programs	delayed

Status as of July, 1994

Summary of Progress in Year One:

Secretary of Education Dr. Piedad F. Robertson emphasized through the media, school visits, public forums and speeches for community and business leadership groups the importance of public education. Secretary Robertson has established a database of educational 'experts' and set up a correspondence office to personally acknowledge those people and groups undertaking innovative educational initiatives.

In addition, the Executive Office of Education and its Parent Information Center (see activity #25) have distributed tens of thousands of pieces of literature designed to facilitate parental involvement with children and their schools. and has responded personally to local requests for information about specific schools. In addition to responded to the requests for information by parents already involved in their children's schools, extensive efforts have been taken to reach parents who are less involved.

Future Directions:

The Secretary and Executive Office plan to continue to promote school involvement and will continue to meet regularly with school, business, and community organizations.

To offset postponement of the newsletter publication due to budgetary constraints, the Executive Office is instead planning on publishing a series of op-ed pieces that will discuss the various aspects of parental and community involvement and the critical role that it plays. These ongoing efforts will be supplemented with more visits with business leaders and elderly citizens to explain that, while they may not have children in the Commonwealth's schools, their welfare depends upon a well educated workforce.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

Activity Number

45

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 45	Lead Team	General Approach Described in Year 1 Implementation Plan
Provide ongoing information, technical assistance, and training to support school districts in implementing Education Reform Section(s): 29	Center for Innovation and Coordinated Planning Services (617) 388-3300 x211 *Administrator(s):* Sue Freedman Doreen Wilkinson	*This activity speaks to the total Department effort to provide information and training to school distrticts to enable them to implement Education Reform successfully. As such, it requires intensive collaboration and teaming across the Department. All Department workplans will be reviewed to provide a coordinated approach. The four state-wide sessions held in August will serve as a model. The effectiveness of the Department's reorganization will be tested by this vast effort to deliver services appropriately, efficiently and expeditiously.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 individualize school finance meetings will be held	met 10/93
• By 12/93 Ed. Reform information sessions will be held for DOE staff	met 12/93
• By 1/94 DOE Ed. Reform inquiry response system will be in place and updated Q&A/Information Packets will be distributed	delayed
• By 6/94 DOE internal professional development plan will be in place	delayed
• By 7/94 1994-5 school year information sessions will be designed	delayed
• By 12/94 DOE training sessions will be incorporated into state-wide professional development plan	delayed

Status as of July, 1994

Summary of Progress in Year One:

As soon as the Education Reform Act was signed into law, a Department-wide effort was made to understand the law and assist school districts in their understanding. A copy of the Act and initial resource material were immediately mailed to every district along with an invitation to send a team to one of four summer conferences. The conferences were extremely will received, but the need was identified for additional conferences to focus exclusively on school finance. October 19 and 20 the Departments of Revenue and Education held individualized school finance meetings in Boston and Holyoke. These sessions were attended by over 600 school and municipal officials from 179 districts. In December three internal information sessions held on Education Reform for Department staff.

Once the Department's Implementation Plan was developed and lead teams assigned to each activity, technical assistance was decentralized to the staff specifically involved with each initiative.

Future Directions:

The Department of Education plans to host a statewide conference for parents to inform them about Education Reform and their opportunities to participate.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in Implementing Education Reform.

Activity Number

46

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 46	Lead Team	General Approach Described in Year 1 Implementation Plan
Analyze the Education Reform Act and prepare new legislation Section(s): all	Legislative (617) 388-3300 x315 *Administrator(s):* Lynn Beal	*The Department has analyzed and distributed summaries of Chapter 71, the Education Reform Act, and relevant sections of Chapter 110, the FY'94 Budget, and Chapter 151, the final FY'93 Deficiency Budget. Efforts are underway to develop a resource that integrates the language of these three statutes with each other and the General Laws. In addition, the Legislative Office will work with lead teams to update the Legislature on the progress of Education Reform and, if necessary, to develop legislation for activities 16, 18, 21, 33, 34, 48, and any others for which the need for legislative changes may arise.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 legislative package will be presented to the Board	met 10/93
• By 12/93 Teacher Certification legislation (activity #33) will be complete	met 12/93
• By 1/94 the integrated education laws resource will be complete	delayed
• By 2/94 adult education funding legislation (activity #21) will be complete	delayed
• BY 2/94 a report will be presented to the Board of all bills that have been filed for 1994 legislative session impacting Education Reform	met 2/94
• By 6/94 the need for legislation will be determined for activity #48, the review of existing DOE responsibilities	delayed

Status as of July, 1994

Summary of Progress in Year One:

In light of the magnitude of legislative change included in the Education Reform Act, the 1994 Department legislative package filed on behalf of the Board of Education included only one bill, An Act Extending Immunity from Liability to Members of the Board of Education. However, in December, a final bill was introduced for 1993 to make necessary changes to the teacher certification statute.

A report and subsequent legislative index were prepared for the Board summarizing the status of legislation filed in 1994 amending the Education Reform Act. In addition to general outreach to the Legislature on issues such as the foundation formula, school councils, regional schools, and teacher certification, Department staff attended and made presentations at meetings of the Joint Legislative Committee on Education, Arts, and the Humanities.

Future Directions:

Increased interaction with the Legislature will be necessary to ensure that legislative members continue to support the Act's implementation and do not chip away at its main provisions. The second year may prove to be a timely point for the Board to review the entire act and propose certain marginal changes.

Strategic Goal V : Improve the capacity and effectiveness of state agencies in implementing Education Reform.

Activity Number

47

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 47	Lead Team	General Approach Described in Year 1 Implementation Plan
Staff **the Commission on Regulatory Relief** Section(s): 93	Executive Office of Education (617) 727-1313 *Administrator(s):* Ginny Greiman	*Cumbersome and unnecessary regulations are often cited by local school administrators as impeding their work. This commission provides the opportunity for a full, independent examination of the need for changes in current regulations.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 11/93 appointments to the Commission will be completed	met 5/94
• By 12/93 the 1st meeting will be held and schedule established	met 6/94
• By 2/94 draft recommendations will be published for review	delayed until 3/95
• By 4/94 the final recommendations will be submitted to the Governor, Legislature, Board and Higher Education Coordinating Council	delayed until 5/95

Status as of July, 1994

Summary of Progress in Year One:

The 15 member Commission was appointed by the Governor in May and convened for an initial meeting on June 13, 1994. The Commission s schedule was put back several months corresponding to the delayed passage of the Education Reform Act.

Future Directions:

Beginning on September 20, 1994, the Commission will begin meeting on the third Tuesday of each month. The Commission will revise and evaluate all regulations and statutes relating to education and will seek input from government officials, municipalities, school committees, school teachers and administrators, and other related agencies and organizations to identify ways in which unnecessary regulations or statutes can be simplified or removed.

The Commission anticipates submitting recommendations to the Board of Education in June, 1995.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in Implementing Education Reform.

Activity Number

48

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 48	Lead Team	General Approach Described in Year 1 Implementation Plan
Evaluate Department of Education work prior to Education Reform Act and recommend discontinuance of non-essential activities Section(s): 29	Deputy Commissioner and Legal Counsel (617) 388-3300 x323 *Administrator(s):* David Driscoll Rhoda Schneider	*Meetings will be held with each service cluster chaired by the Deputy Commissioner and attended by a member of the legal staff and Coordinated Planning Service Cluster. The objective of these meetings is to take inventory of all current DOE functions and categorize each as follows: A) mandated by law; B) necessary to fulfill the objectives of Education Reform; and/or C) essential to the effectiveness and efficiency of the Department. As part of this process, an analysis of all cluster PMS and EPRS work plans will be undertaken.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 complete meetings with all service clusters	met in part
• By 1/94 initial report completed	delayed
• By 3/94 final report presented to the Board	delayed
• By 6/94 plan developed to amend regulations or legislation where necessary	delayed
• By 10/94 FY'96 budget request prepared without phased out activities	delayed

Status as of July, 1994

Summary of Progress in Year One:

The Deputy Commissioner and a representative from the Legal Office met with the various clusters of the Department to analyze their current tasks. As a result of these meeting several common strategies emerged: 1) the coordination of data collection; 2) increased internal use of technology; 3) the discontinuation of requests for information no longer relevant. During the Spring, a Department-wide effort was made to coordinate the vast majority of grants applications into one Unified Grant Application.

Future Directions:

Over the Summer, the Department plans to implement several new technologies and become fully linked onto the Internet.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

Activity Number

49

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 49	Lead Team	General Approach Described in Year 1 Implementation Plan
Evaluate Department of Education resources in light of new responsibilities Section(s): 29	Administration & Program Support (617) 388-3300 x599 *Administrator(s):* Tony DeLorenzo	*Adequate funding for new state initiatives is precondition to the success of Education Reform. Immediately upon the completion of this Implementation Plan, meetings will be conducted within the Department to evaluate identified new activities in light of existing state and federal resources. If it is determined that insufficient funds exist, supplemental appropriations will be sought. The FY'95 budget request will be developed to addresses the new requirements of the Act based on priorities for the second year of Education Reform's implementation.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 an initial budget analysis will be presented to the Board	met 10/93
• By 11/93 a final version of the FY'95 budget request will be presented to the Board and Governor's Office	met 11/93
• By 1/94 FY'94 supplemental budget requests will be made, if necessary	not necessary

Status as of July, 1994

Summary of Progress in Year One:

The $2.9 million appropriated to Education Reform implementation in the FY'94 budget enabled the Department of Education to begin the process of implementing Reform. While no additional funding were sought in FY'94, $32 million was included the Board's $2 billion FY'95 budget request targeted to new state Education Reform initiatives.

Future Directions:

The $11.8 million included in the final FY'95 budget for Education Reform Implementation would be adequate if not for the lack of additional funds budgeted for professional development. In future years, high cost implementation efforts such as professional development, student assessment, technology, early childhood education, and adult education must receive adequate funds if Education Reform is to succeed.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

Activity Number

50

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 50	Lead Team	General Approach Described in Year 1 Implementation Plan
Evaluate Department of Education operations in light of new responsibilities Section(s): 29	Administration & Program Support (617) 388-3300 x600 *Administrator(s):* Mildred Allen	*The Department's systems of communications (telephonic, digital, and written)will be improved to address the needs of the Education Reform Act. The telephone system will place as a top priority direct, human interface for calls into the agency. Newer technologies such as E-Mail, local area and distant area networks, and video will be fully explored in collaboration with Mass EdOnline, the statewide educational technology masterplan. A publications review system will be put into place that will assure all publications are professionally produced with attention to format, design, editing, and accuracy.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 10/93 telephone and publication systems will be in place	met in part
• By 11/93 looseleaf phone directories will be complete and distributed	met 6/94
• By 2/94 DOE 5-year technology needs will be identified and communicated to the Mass EdOnline consultants	delayed
• By 6/94 Mass EdOnline (activity # 54) will be completed and begin to be implemented	delayed until 9/94

Status as of July, 1994

Summary of Progress in Year One:

A Department-wide campaign to improve telephone responsiveness has been ongoing. The campaign includes monitoring, evaluating, and adapting voice technology. In addition, a new, loose-leaf directory was published and distributed as a resource to school districts, other state agencies, the legislature, and others. The format of the new directory makes it easier to identify appropriate Department staff.

Future Directions:

It is expected that revisions to the directory will be published and distributed quarterly.

Strategic Goal V | **Improve the capacity and effectiveness of state agencies in implementing Education Reform.**

Activity Number

51

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 51	Lead Team	General Approach Described in Year 1 Implementation Plan
Prepare an annual report on the conditions of Massachusetts public schools Section(s): 16	Executive Office of Education (617) 727-1313 *Administrator(s):* Michael Sentance	***The Condition of Massachusetts Public Schools annual report will be coordinated with the National Goals Report and will summarize the progress of Massachusetts schools towards the goals established by the Board of Education. This report will aggregate information included in school and district profiles and will identify statewide trends and issues***

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 2/94 appropriate data from DOE, HECC and EOHHS will be reviewed	delayed until 7/94
• By 6/94 an initial draft will be completed and distributed	delayed until 8/94
• By 8/94 the report will be finalized and sent to the printer	delayed until 9/94
• By 9/94 the report will be distributed and publicized	delayed until 9/94

Status as of July, 1994

Summary of Progress in Year One:

The Executive Office of Education is working with the Department of Education and Higher Education Coordinating Council to collect information for the Report. Finalization of the Report was delayed to fully integrate the National Goals 2000 Act and National Governor s Association recommendations.

Future Directions:

The 1st Massachusetts Condition of Public Education Report is scheduled to be released on October 1, 1994. This Report will review in details the strengths and weaknesses of the entire Kindergarten to Graduate School public education system.

Strategic Goal V : Improve the capacity and effectiveness of state agencies in Implementing Education Reform.

Activity Number

52

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 52	Lead Team	General Approach Described in Year 1 Implementation Plan
Prepare an annual master plan for public education Section(s): 16	Executive Office of Education (617) 727-1313 *Administrator(s):* Ann Toda Ted Frier	*The Master Plan will be developed in close coordination and consultation with the various agencies and constituencies which have public education responsibilities (i.e. DOE, HECC, MassJobs Council, MCET). This Plan will summarize the work of all the agencies and will provide an opportunity for increased coordination and long range planning.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 6/94 draft reports from relevant agencies will be received	delayed
• By 7/94 an initial draft of the Master Plan will be competed and circulated	delayed
• By 8/94 regional hearings will be held	delayed
• By 9/94 the Master Plan will be distributed and publicized	delayed

Status as of July, 1994

Summary of Progress in Year One:

As chair of the Committee on Education Policy (a joint committee of the executive committees of the Board of Education and the Higher Education Coordination Council), the Secretary of Education has led efforts to develop broad coordinated goals for the entire Massachusetts K-C public education system.

Future Directions:

The Board of Education and Higher Education Coordinating Council are expected to complete their various components of the Master Plan by September, 1994. The Executive Office of Education will coordinate the components of these plans into a single plan by October.

Strategic Goal V : Improve the Department of Education's capacity and effectiveness in implementing Education Reform.

Activity Number

53

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 53	Lead Team	General Approach Described in Year 1 Implementation Plan
Prepare a five year master plan and annual progress reports for early childhood, elementary, secondary, & voc. tech. public education Section(s): 28	Coordinated Planning Services (617) 388-3300 x212 *Administrator(s):* Doreen Wilkinson	*Education Reform will not occur overnight nor over a single year. Many of the most important components of the Act will take years to be fully implemented. Many of these initiatives can be projected out over the next five years. However, the full scope of a comprehensive master plan will take the active participation of all major stakeholders over a substantial perioud of time. The Department will coordinate this process by developing a vision statement of the schools of the future as well as annual goals and objectives.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 12/93 a steering committee will be established	delayed
• By 5/94 the scope and basic framework of the plan will be established	delayed
• By 3/95 a draft of the plan will be complete	delayed

Status as of July, 1994

Summary of Progress in Year One:

The Education Reform Implementation Plan and Massachussetts Goals 2000 Application provide the general framework for the Five Year Plan. A preliminary meeting was held with Department administrators to discuss the scope and framework of the Five Year Plan.

Future Directions:

Work on the Five Year Master Plan is expected to begin over the summer in conjunction with the development of the Second Year Education Reform Implementation Plan and the Executive Office of Education's Master Plan.

Strategic Goal V : Improve the capacity and effectiveness of state agencies in implementing Education Reform.

Activity Number

54

Education Reform Implementation Plan

End-of-Year Summary

Activity # V - 54	Lead Team	General Approach Described in Year 1 Implementation Plan
Develop a statewide educational technology plan called Mass EdOnline Section(s): 17	Executive Office of Education (617) 727-1313 *Administrator(s):* Angela Barba Ireton	*Emerging technologies have the potential to have a major impact on the course and direction of public education. From the establishment of a statewide administrative and professional development network to revolutionizing the goals and approaches of classroom teaching, the impact of technology on education will be profound. The Executive Office of Education, in coordination with the Executive Office of Economic Development, has contracted with the Center for Educational Leadership in Technology (CELT) to develop a statewide plan with specific implementation steps at the state and local level.*

Key Benchmarks Projected in Year 1 Implementation Plan	Benchmarks Status
• By 9/93 the contract between CELT and DCPO will he finalized	met
• By 11/93 a preliminary survey of existing resources and conditions will be complete	met
• By 1/94 PALMS will have provided formal input into the plan	met
• By 2/94 the design of the plan will be detailed	met
• By 3/94 an initial draft of the plan will be reviewed at regional hearings	met
• By 7/94 the plan will be finalized and published	met

Status as of July, 1994

Summary of Progress in Year One:

In July, 1993, the Executive Office of Education and the Executive Office of Economic Affairs embarked on a joint project to oversee the development of a comprehensive statewide plan for integrating technology into public education, known as Mass Ed Online. The introduction of information technology into our schools is essential to achieving many of the reforms called for by the Education Reform Act. The goals of the Mass Ed Online plan are:

1) to put powerful learning tools in students hands;
2) to provide professional support for teachers; and
3) to improve administrative efficiency and effectiveness.

The report was completed in July. Copies will be distributed to each school district over the summer.

Future Directions:

Mass Ed Online is a multi-year, multi-faceted initiative that will take years to fully implement. The first step will be taken in September, 1994, with the enhancement of the existing MCET Mass LearnNet and Higher Education Computing Network (MECN) to provide full Internet access to existing LearnNet users and all principals and superintendents. Additional steps will be taken as funds become available. If passed by the Legislature, the soon to be filed IT Bond, will provide significant resources to support each district implement its individual local technology plan.

External Group Status Report

This section highlights the broad-based participation built into the Implementation Plan by providing additional detail on the status of the forty-nine groups called for in the original activity work plans. While in some cases other strategies were pursued to build participation, the vast majority of external groups have been convened and have played important roles in shaping the direction in which the activity has progressed.

External Groups Status Report

Activity # 1 - 1	Lead Team	Group Status
Establish the Massachusetts Common Core of Learning Section(s): 29	Educational Improvement (617) 388-3300 x201 *Administrator(s):* Carole Thomson	**Commission on the Common Core of Learning** The Commission was appointed in September after an extensive selection process. The Commission has been meeting regularly and expects to report the Common Core to the Board of Education in June for action by the Board in July. Mandated by Statute: No Benchmark Date: 9/93 Number of Members: 40 Convened: Yes

Activity # 1 - 2	Lead Team	Group Status
Develop curriculum frameworks Section(s): 29, 85	Instructional & Curriculum Services and Project PALMS (617) 388-3300 x203 *Administrator(s):* Dan French Linda Beardsley	**Curriculum Framework Advisory Committees (7)** The PALMS Math & Science Advisory Committees have been up and running for over a year*. The (6) other committees and (1) statewide steering committee were appointed in January and have met several times each. They are expected to complete initial drafts by 1/95 for final approval by 6/95. Mandated by Statute: No Benchmark Date: 1/94* Number of Members: 15-20 each Convened: Yes

Activity # 1 - 4	Lead Team	Group Status
Develop and administer annual student assessment system Section(s): 29-II	Accountability & Evaluation Services (617) 388-3300 x226 *Administrator(s):* Jeff Nellhaus	**Assessment Advisory Committee** Department staff plan to convene two groups beginning this Fall that will assist in the development of the new instrument: 1) an assessment advisory committee comprised of approximately thirty key stakeholders from professional associations, citizen groups, business leaders and 2) an external review panel including six to eight nationally recognized assessment experts. Mandated by Statute: No Benchmark Date: none Number of Members: 30 / 6 Convened: Fall '94

Activity # 1 - 5	Lead Team	Group Status
Evaluate and define instructional time and prepare a plan to extend school day and/or school year Section(s): 80	Educational Improvement (617) 388-3300 x461 *Administrator(s):* Marcia Mittnacht	**Commission on Time and Learning** The Board of Education appointed this Commission at its November meeting with Board member Paul Reville as Chair. Since then, the Commission has been meeting monthly. Public hearing are scheduled to begin in June. A final report will be made to the Board in December. Mandated by Statute: No Benchmark Date: 11/93 Number of Members: 17 Convened: Yes

Activity # 1 - 6	Lead Team	Group Status
Eliminate general track in all schools Section(s): 72	School to Employment Services (617) 388-3300 x451 *Administrator(s):* Pam Barry	**General Track Focus Group** An initial meeting of 34 school administrators was held on December 1. These attendees will be invited to become part of the focus group this Fall. Mandated by Statute: No Benchmark Date: 12/93 Number of Members: 15-20 Convened: No

External Groups Status Report

Activity # 1 - 8	Lead Team	Group Status
Develop a comprehensive system for adult basic ed. & literacy. Section(s): 29-1H, 75	Adult & Community Learning Services (617) 388-3300 x429 *Administrator(s):* Bob Bickerton	**Adult Education Committee** This Adult Education Committee, which continues to be co-chaired by Dr. Jerome Grossman and Secretary Piedad Robertson, has been evolving its focus towards basic education and literacy issues. Mandated by Statute: No Benchmark Date: 9/93 Number of Members: 17 Convened: Yes

Activity # 1 - 9	Lead Team	Group Status
Ensure a safe schools environment Section(s): 29, 88, 89, 95	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	**School Safety Oversight Committee** The Committee's appointment awaits coordination with the Attorney General's Office and Executive Office of Education. Mandated by Statute: Yes Benchmark Date: 11/93 Number of Members: 7 Convened: No

Activity # 1 - 10	Lead Team	Group Status
Study feasibility of regional boarding schools and promote educational alternatives for chronically disruptive students Section(s): 29, 87	Educational Services in Institutional Settings (617) 388-3300 x453 *Administrator(s):* Richard Knox	**Educational Alternatives for Disruptive Students Study** The Commissioner, Attorney General, and Gubernatorial appointee, Board of Education Chair, Martin S. Kaplan have met regularly and is in the process of finalizing a report. No legislative appointments have been made. Mandated by Statute: Yes Benchmark Date: 11/93 Number of Members: 7 Convened: partially

Activity # 1 - 11	Lead Team	Group Status
Staff Governor's Commission on Early Childhood Section(s): 70	Early Learning Services (617) 388-3300 x357 *Administrator(s):* Elisabeth Schaefer	**Governor's Commission on Early Childhood Education** The Commission began meeting in February. In addition to Rep. Lambert, Sen. Magnani and (12) other members being officially appointed, (10) unofficial advisors have been included in the meetings. Mandated by Statute: Yes Benchmark Date: 11/93 Number of Members: 14 Convened: Yes

Activity # 1 - 12	Lead Team	Group Status
Establish a demonstration project to assess outreach/ education programs for parents of young children Section(s): 84	Early Learning Services (617) 388-3300 x357 *Administrator(s):* Elisabeth Schaefer	**Young Parent Outreach Demonstration Task Force** The group first met on January 18, 1994. A vision statement has been developed and program components identified. Mandated by Statute: Yes Benchmark Date: 11/93 Number of Members: 12 Convened: Yes

External Groups Status Report

Activity # I - 13	Lead Team	Group Status
Establish a comprehensive health education and human services grant program Section(s): 29	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	**Comprehensive Health Ed. & Human Service Advisory** Nominations for the Council have been presented to the Board with the (14) other advisory councils for action at the July meeting. Mandated by Statute: Yes Number of Members: 26 Benchmark Date: 12/93 Convened: No

Activity # I - 14	Lead Team	Group Status
Prepare a plan of comprehensive child and family services Section(s): 327 of Ch110	Learning Support Services (617) 388-3300 x419 *Administrator(s):* Gil Hebert	**Child & Family Service Advisory Panel** Although a separate advisory panel has not been convened, an existing committee of the Executive Office of Health and Human Services has been involved. Mandated by Statute: No Number of Members: 7 Benchmark Date: 10/93 Convened: No

Activity # I - 15	Lead Team	Group Status
Staff the Governor's Commission on Bilingual Education Section(s):	Executive Office of Education (617) 727-1313 *Administrator(s):* Jose Alfonso	**Governor's Commission on Bilingual Education** The Commission has been appointed and held its initial meeting on 12/6/93. Members reviewed the report of the Hispanic-American Advisory Commission and set a schedule for future meetings. A meeting is scheduled for July 18 and a draft report is planned to be competed from September. Mandated by Statute: Yes Number of Members: 10 Benchmark Date: 11/93 Convened: Yes

Activity # II - 18	Lead Team	Group Status
Administer foundation budget program Section(s): 32, 68	Information & Outreach Services (617) 388-3300 x521 *Administrator(s):* Tom Collins	**Governor's Foundation Review Commission** The Governor is required to appoint this Commission by July 1, 1994. No selections are known to date. Mandated by Statute: Yes Number of Members: 15 Benchmark Date: 6/94 Convened: No

Activity # II - 21	Lead Team	Group Status
Convene working committee to devise and recommend improved adult basic education funding mechanisms Section(s): 75	Adult & Community Learning Services (617) 388-3300 x429 *Administrator(s):* Bob Bickerton	**Adult Basic Education Working Committee** An initial meeting was held in May. Most of the membership is in place stemming from the membership of the Adult Education Committee, but the (4) legislative members called for by the statute have not yet been selected. Mandated by Statute: Yes Number of Members: 21 Benchmark Date: None Convened: Yes

External Groups Status Report

Activity # III - 24	Lead Team	Group Status
Adopt a new system for evaluating schools and districts annually Section(s): 29	Evaluation, Planning & Research (617) 388-3300 x334 *Administrator(s):* Jeff Nellhaus	**School Standards Taskforce** Since January, the Taskforce has met (4) times and has drafted preliminary recommendations. These recommendations are scheduled to be presented to the Board in the Fall. Mandated by Statute: No Number of Members: 28 Benchmark Date: 11/93 Convened: Yes

Activity # III - 25	Lead Team	Group Status
Publish profiles of all public schools and districts and publicize successful models Section(s): 29	Evaluation, Planning & Research and Executive Office of Ed. (617) 388-3300 x334 *Administrator(s):* Jeff Nellhaus	**Information and Outreach Joint DOE/EOE Taskforce** DOE and EOE staff have met several times, but no formal group has been established. Mandated by Statute: No Number of Members: ? Benchmark Date: 12/93 Convened: Yes

Activity # III - 28	Lead Team	Group Status
Oversee the establishment and operation of charter schools Section(s): 55	Executive Office of Education (617) 727-1313 *Administrator(s):* Virginia Greiman	**Charter School Advisory Council** This council, comprised of nine business and education professinals, adivises the Secretary both on what processes should be established for charter schools and which charters should be granted. Mandated by Statute: No Number of Members: 9 Benchmark Date: None Convened: Yes

Activity # III - 29	Lead Team	Group Status
Promote the implementation of school councils and other forms of school-based management Section(s): 28, 29, 53	Center for Innovation (617) 388-3300 x211 *Administrator(s):* Sue Freedman	**Network of Model School Councils** A network of 13 model school districts has been established to advance school-based management. Mandated by Statute: No Number of Members: 13 districts Benchmark Date: None Convened: Yes

Activity # III - 31	Lead Team	Group Status
Update and reorganize advisory councils Section(s): 3	Center for Innovation and Legislative Office (617) 388-3300 x211 *Administrator(s):* Sue Freedman Lynn Beal	**Advisory Councils to the Board of Education (17)** A report has been developed describing the status of each council and nominations forms for have been widely distributed. Recommendations for selection are expected to go to the Board of Education in June for action in July. Mandated by Statute: Yes Number of Members: varied Benchmark Date: 2/94 Convened: No

External Groups Status Report

Activity # IV - 33	Lead Team	Group Status
Establish new standards, regulations and processes to certify and re-certify school personnel Section(s): 29, 41, 90	Professional Standards Development Services (617) 388-3300 x227 *Administrator(s):* Julie Altshuler	**Recertification Focus Group** In addition to the larger forums held jointly on professional development (see activity #34), the Commissioner convened a smaller ad hoc group to focus specifically on recertification. This group met twice and produced a series of recommendations consistent with those presented to the Board. Mandated by Statute: No Benchmark Date: 10/93 Number of Members: 10 Convened: Yes

Activity # IV - 34	Lead Team	Group Status
Establish guidelines and a statewide plan for professional development Section(s): 41, 42, 78	Instructional & Curriculum Services (617) 388-3300 x234 *Administrator(s):* Carol Gilbert	**Professional Development Working Group** An initial forum was held on October 28 and two subsequent working meetings were held. In total, (47) educators representing (41) organizations participated in drafting the FY'94 Statewide Professessional Development Plan. Eventually this work will be merged with that of the Educational Personnel Advisory Council. Mandated by Statute: No Benchmark Date: 11/93 Number of Members: 47 Convened: Yes

Activity # IV - 36	Lead Team	Group Status
Establish criteria for performance standards for educational personnel Section(s): 29	Professional Standards Development Services (617) 388-3300 x226 *Administrator(s):* Nick Fischer Nancy Kavanaugh	**Performance Standards for Educators Working Group** Separate committees have been established to work on 1) teacher performance standards, 2) administrator performance standards, and 3) use of performance standards for dismissals. The groups have each met twice and are expected to make recommendations in the Fall. Mandated by Statute: No Benchmark Date: 12/93 Number of Members: 3 X 12 Convened: Yes

Activity # IV - 37	Lead Team	Group Status
Establish principles and enhanced guidelines for district systems of evaluating teachers, principals, and administrators Section(s): 29, 40	Professional Standards Development Services (617) 388-3300 x226 *Administrator(s):* Nick Fischer	**Teacher Evaluation Guidelines Working Group** At this point, there are no plans to convene separate groups to develop evaluation guidelines from those groups established in activity #36. Mandated by Statute: No Benchmark Date: 1/94 Number of Members: ? Convened: No

Activity # IV - 39	Lead Team	Group Status
Administer the "Attracting Excellence to Teaching" program Section(s): 22	Executive Office of Education (617) 727-1313 *Administrator(s):* Lisa Blout Michael Sentance	**"Attracting Excellence to Teaching" Working Group** No external working group has been convened. It is not clear that one will be necessary. Mandated by Statute: No Benchmark Date: 11/93 Number of Members: n/a Convened: No

External Groups Status Report

Activity # IV - 40	Lead Team	Group Status
Appoint an advisory commission on adult resources ratio Section(s): 101	Educational Improvement (617) 388-3300 x461 *Administrator(s):* Marcia Mittnacht	**Advisory Commission on Adult Resource Ratios** Membership for the Advisory Commission was confirmed by the Board of Education at their June 1994 meeting. An initial meeting is scheduled for September 1994 The Commission is required by statute meet at least once annually with a first meeting before 12/1/94. Mandated by Statute: Yes / Benchmark Date: 12/93 Number of Members: 11 / Convened: 9/94

Activity # V - 47	Lead Team	Group Status
Staff the Commission on Regulatory Relief Section(s): 93	Executive Office of Education (617) 727-1313 *Administrator(s):* Ginny Greiman	**Commission on Regulatory Relief** The members have been selected and the Commission was convened for an initial meeting on June 13. Beginning on September 20, the Commission is scheduled to meet each month on third Tuesday. Mandated by Statute: Yes / Benchmark Date: 11/93 Number of Members: 15 / Convened: Yes

Activity # V - 53	Lead Team	Group Status
Prepare a five year master plan and annual progress reports for early childhood, elementary, secondary, & voc. tech. public education Section(s): 28	Coordinated Planning Services (617) 388-3300 x212 *Administrator(s):* Doreen Wilkinson	**Five Year Master Plan Steering Committee** An internal meeting of DOE staff has been scheduled for June 28 to plot out a strategy for this activity. Mandated by Statute: No / Benchmark Date: 12/93 Number of Members: ? / Convened: No

Activity # V - 54	Lead Team	Group Status
Develop a statewide educational technology plan called Mass EdOnline Section(s): 17	Executive Office of Education (617) 727-1313 *Administrator(s):* Angela Barba Ireton	**Mass EdOnline Advisory Committee** A 35 person advisory committee representing all the major stakeholders has been convened and met several times. In addition, a smaller steering committee has been meeting regularly. Greg Nadeau is representing the Department on both groups. Mandated by Statute: No / Benchmark Date: 9/93 Number of Members: 35 / Convened: Yes

APPENDIX C

The Massachusetts Common Core of Learning

The complete text of the Massachusetts Common Core of Learning is provided in this section. Additional copies of the Common Core and accompanying material can be obtained by calling (617) 388-3300 extension 306 or by writing to the Department of Education, Office of Public Information and Legislative Affairs, 350 Main Street, Malden, Massachusetts 02148.

The Massachusetts Common Core of Learning

What is the Purpose of the Common Core of Learning?

The Common Core of Learning sets forth the broad goals for education identifying what students should know and be able to do. The goals reflect what citizens highly value and see as essential for success in our democratic society. The purpose of the Common Core of Learning is to provide a focus for improving education in the Commonwealth.

Parents of students ask:

What is my child's school trying to teach?

What is my child learning in school?

How is my child doing?

Educators ask the same questions in a different way:

What are the broad goals of public education?

What are the specific curriculum areas to be learned?

How can we accurately measure student progress toward achieving these goals and mastering this curriculum?

The answers to these questions represent the three steps in a comprehensive process which will result in improved education opportunities for every student in the Commonwealth. The Massachusetts Common Core of Learning sets broad goals for education and is the first step in the process of education reform. The second step is the development of state curriculum frameworks for the areas of the arts, English, foreign languages, health, history and social studies, mathematics, and science and technology. These frameworks will contain academic content standards which establish a basis for objective measurement. The third step is the development of an assessment system to evaluate student performance and measure the success of schools.

Every sector of the Massachusetts community has contributed to the drafting of the Common Core of Learning. A 40-member Commission representing the diversity of the Commonwealth worked from September 1993 through June 1994 to gather and analyze ideas, with the aim of setting high goals for all Massachusetts students. Over 15,000 people communicated with the Commission, 35,000 more participated in local discussions and the Commission was guided by what it heard. The Commission members agreed that high expectations for all students are based on the belief that all children can become lifelong learners and meet high standards.

Improving education in Massachusetts is a long-term process and requires an ongoing commitment by our society. The goals stated in the Common Core should be achieved during the elementary and secondary school years by all students. Further, these goals must be sustained throughout one's lifetime. Individuals must think and communicate, gain and apply knowledge, and work and contribute to society, not only during the school years, but also in the workplace or at home after formal schooling is completed.

What Beliefs Form the Basis of the Common Core of Learning?

In November of 1992, the Board of Education stated that the mission of public education in Massachusetts is to "provide each and every child with the values, knowledge and skills needed to achieve full potential in his or her personal and work life and to contribute actively to the civic and economic life of our diverse and changing democratic society."

The Massachusetts Board of Education believes that all children can become lifelong learners and meet high standards. This guiding belief is the basis for establishing high expectations for teaching and learning in the Commonwealth. The goal is for all to lead productive, fulfilling, and successful lives in our complex, diverse and changing world.

If students are to succeed in the 21st century and meet the future's challenge:

- They must recognize the importance of education as a lifelong effort.
- They will need to communicate effectively with others through reading, writing, speaking, computing, the arts and technology
- They will need to respect and understand people of different backgrounds in our diverse society.
- They will need to understand environmental and other issues with worldwide implications.
- They will need to make informed decisions for themselves, their families, their communities and our country.
- They will need to contribute to our society.
- They will need to take responsibility for their own behavior.

In the 1950's, high school graduates could feel reasonably certain that school had prepared them adequately for lifetime jobs in American industry, jobs that would provide them with economic security. Today, due to global competition, new technologies and work methods, jobs are changing at such an accelerating pace that high school can no longer provide all the education one needs for life. Everyone needs to become a lifelong learner who can adapt to change and challenge and be prepared for the jobs and opportunities of the future.

While manual typewriters constituted high technology in offices and schools only a short time ago, now computers, electronic networks, expanded telephone services and other technological tools are essential in the workplace. These tools must become standard within every classroom to ensure that all students and teachers have the opportunity to apply and extend their skills and knowledge.

The television age began only forty years ago. Today, students are inundated with complex, often contradictory, messages from diverse media. Students must become skilled at organizing, analyzing, and making sense of the vast information they receive. They must learn to evaluate arguments, spot hidden messages, analyze evidence, differentiate between fact and opinion, and make comparative judgments.

We believe it is essential that all students be held to high standards of achievement in reading, writing, speaking standard English, mathematics and science, history and the arts. Failure to do so denies students the opportunity to participate fully in our society and economy.

We believe that all students should learn or maintain a second language, beginning in elementary school, and should be expected to master that language. This expands opportunities to communicate with others, to work in an increasingly competitive worldwide economy, and to understand the diversity of cultures.

Not so long ago, most Americans did not worry about their environment. Now, with the global population explosion, worldwide industrialization, increased use of natural resources and the degradation of rain forests and agricultural land, students need to develop skills to analyze the environmental issues that face them today and that will challenge them tomorrow.

We believe that the quality of each student's future will depend on his or her ability to gain and apply knowledge. An expanding base of knowledge in essential subject areas enables students to be effective and productive individuals, workers and citizens throughout life. Linking skills and knowledge acquired across the disciplines is crucial to student success in school and in the workplace of tomorrow. Strong study and work habits prepare students to be productive learners and workers.

In recent years our family and neighborhood structures have broken down, the sense of community has diminished, and the social fabric of our civilized society has been torn by violence, disrupted by substance abuse and undermined by neglect. Our society must restore essential values of compassion, courage, honesty, justice, perseverance, respect, and self-discipline at home, in school and in the workplace. We all must learn to get along with others, work cooperatively, participate in our communities and avoid and prevent violence.

The Common Core of Learning in this document is key to realizing a new state of excellence in education in Massachusetts. To achieve this excellence, we share a responsibility to take action.

What are our responsibilities to support the common core of learning?

- Our Commonwealth and society must foster a climate that honors education, encourages academic achievement, and rewards hard and thoughtful work.
- Our Commonwealth, municipalities and citizens must fulfill their joint obligation to support the public schools financially at the level necessary to ensure equal education opportunities so that all students can achieve at high levels.
- School systems must provide opportunity and support for high quality professional development for all educators so that they can reach their full potential in a vital, changing and challenging profession.
- Our public schools and neighborhoods must become environments in which all children can study, learn and play in safety.
- Families and other community members must be active participants in the education process by volunteering in school, mentoring students, encouraging studies, and strengthening informal learning through reading and outside learning activities.
- Schools must have access to the newest technology and sufficient number of computers and other tools so that teachers and students can prepare for the technological society in which they will work and live.
- The Massachusetts business community must play an active role with the schools in encouraging student mentoring, school-to-work programs, and other innovative ways to make education relevant for students.
- Our higher education system and public schools must build alliances to enhance their overall quality and foster innovation in teaching.
- Public policymakers for programs serving families and children must coordinate their resources so that children come to school ready to learn. Children must have the nutrition and health care needed for healthy minds and bodies, and they must have access to high quality preschool programs. Their families must have access to the training and support they need to help their children learn.
- Our society must expect significant commitment and effort by our children and their families to make the process of learning succeed. Students must recognize that the quality of their lives as adults is dependent on their education. They must give priority to academic studies over television viewing, employment during the school year, and after-school activities.

Thinking and Communicating

All students should:

READ, WRITE AND COMMUNICATE EFFECTIVELY

Read and listen critically for information, understanding and enjoyment.

Write and speak clearly, factually, persuasively and creatively in standard English.

Distinguish fact from opinion, identify stereotyping and recognize bias.

Read, write and converse in at least one language in addition to English.

USE MATHEMATICS, THE ARTS, COMPUTERS AND OTHER TECHNOLOGIES EFFECTIVELY

Apply mathematical skills to interpret information and solve problems.

Use the arts to explore and express ideas, feelings and beliefs.

Use computers and other technologies to obtain, organize and communicate information and to solve problems.

DEFINE, ANALYZE AND SOLVE COMPLEX PROBLEMS

Make careful observations and ask pertinent questions.

Seek, select, organize and present information from a variety of sources.

Analyze, interpret and evaluate information.

Make reasoned inferences and construct logical arguments.

Develop, test and evaluate possible solutions.

Develop and present conclusions through speaking, writing, artistic and other means of expression.

Gaining and Applying Knowledge

All students should:

ACQUIRE, INTEGRATE AND APPLY ESSENTIAL KNOWLEDGE

Literature and Language

Read a rich variety of literary works including fiction, poetry, drama and nonfiction from different time periods and cultures, relating them to human aspirations and life experiences.

Analyze implications of literary works, and communicate them through speaking, writing, artistic and other means of expression.

Know and understand the development and structure of English and other languages and how learning another language fosters appreciation of peoples and cultures.

Mathematics, Science and Technology

Know and understand major mathematical concepts such as measurement, estimation, quantity, probability and statistics; and explore the relationship of mathematics to other areas of knowledge.

Recognize and use patterns, construct mathematical models, represent and reason about quantities and shapes, draw accurate conclusions from data, and solve, justify and communicate solutions to problems.

Apply the fundamental principles of the life sciences, physical sciences, earth/space sciences and the science of technology to analyze problems and relate them to human concerns and life experiences.

Investigate and demonstrate methods of scientific inquiry and experimentation.

Social Studies, History and Geography

Know and make connections among important historical events, themes, and issues; recognize the role the past has played in shaping the present; and understand the process by which individuals and groups develop and work within political, social, economic, cultural and geographic contexts.

Synthesize and communicate information about important events and fundamental concepts in Massachusetts, United States and world history, including historical documents such as the Declaration of Independence, Constitution, Bill of Rights, Federalist Papers and the Gettysburg Address.

Know important information regarding the physical environment and understand concepts such as location and place, critical features of a region, demographic trends and patterns, and the relationship between people and the environment.

Visual and Performing Arts

Know and understand the nature of the creative process, the characteristics of visual art, music, dance and theatre, and their importance in shaping and reflecting historical and cultural heritage.

Analyze and make informed judgments regarding the arts.

Develop skills and participate in the arts for personal growth and enjoyment.

Health

Know basic concepts of human development, mental health, sexuality, parenting, physical education and fitness, nutrition and disease prevention, and understand the implications of health habits for self and society.

Make informed and responsible judgments regarding personal health, including avoidance of violence, tobacco, alcohol, drugs, teen pregnancy and sexually transmitted diseases.

Develop skills and participate in physical activities for personal growth, fitness, and enjoyment.

Working and Contributing

All students should:

STUDY AND WORK EFFECTIVELY

Set goals and achieve them by organizing time, work space and resources effectively.

Monitor progress and learn from both successes and mistakes.

Manage money, balance competing priorities and interests, and allocate time among study, work and recreation.

Work both independently and in groups.

Work hard, persevere and act with integrity.

DEMONSTRATE PERSONAL, SOCIAL AND CIVIC RESPONSIBILITY

Accept responsibility for one's own behavior and actions.

Know career options and the academic and occupational requirements needed for employment and economic independence.

Treat others with respect and understand similarities and differences among people.

Learn to resolve disagreements, reduce conflict and prevent violence.

Participate in meaningful community and/or school activities.

Understand the individual's rights, respon-sibilities, and roles in the community, state and nation.

Understand how the principles of democracy, equality, freedom, law and justice evolve and work in society.

Analyze, develop and act on informed opinions about current economic, environmental, political and social issues affecting Massachusetts, the United States and the world.

How Can We Make the Common Core of Learning Succeed?

We all have to work together to make the Common Core a success. With this Common Core of Learning, Massachusetts has established broad goals for all students. The Board of Education believes that all students can reach these goals. Students, parents, educators and our entire society all share responsibility to ensure that:

STUDENTS are in school ready to study and learn.

STUDENTS recognize the importance of education throughout their lives.

FAMILIES AND EDUCATORS encourage curiosity, love of learning and pride in a job well done so that children can be active seekers of knowledge and dedicated learners throughout their careers and lives.

FAMILIES AND EDUCATORS nurture confident children, so they are able to face the challenges of a rapidly changing world.

FAMILIES AND EDUCATORS cultivate integrity and respect so that children can contribute to their families and society.

EDUCATORS provide opportunities for students to learn and apply knowledge in everyday situations and assist students in developing good work and study habits to prepare them for the transition to the world of work.

EDUCATORS strengthen the ability of students to understand and communicate effectively with others, by providing daily opportunities to develop communication skills and apply them to real-world problems and issues.

EDUCATORS encourage the involvement of families, business and community members by fostering active education partnerships, including mentoring.

EDUCATION AND COMMUNITY LEADERS develop climates of safety in schools and environments that encourage high achievement and reward hard work.

SCHOOLS are models for democracy and order, exemplifying the principles of equality and justice, and the fair application of rules.

COMMUNITIES AND THE COMMONWEALTH fulfill their joint obligation to support the public schools, libraries, other education resources and services for children at a level and with a commitment to ensure equal education opportunities.

Catalog of Educational Reform Materials & Publications

By December 31, 1994 all of the documents listed in this section will be on-line and available electronically through the Department of Education's Internet node (@DOE.MASS.EDU). Printed copies are available by calling (617) 388-3300 extension 306 or by writing to the Department of Education, Office of Public Information and Legislative Affairs, 350 Main Street, Malden, Massachusetts 02148.

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67 Governor's Commission on Bilingual Education
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